



DIGITAL TECHNOLOGIES IN ENGLISH STUDIES AND RESEARCH

María Jordano de la Torre
Elena Martín Monje
Tamara García Vidal

Preface by TheHollowMan

First of all, I would like to say that not paying for creative work is wrong. Artists and authors should always be compensated for their work when they want to monetize it. However, in their obsession of making sure their work is not copied, they will resort to immoral and questionable methods such as DRM. Despite this, even having access to this DRM-less media, please purchase the original copy, even if you will never open it in your life so the authors can receive their compensation.

As you might have guessed, this version of the book is free of DRM which is a hindrance to the sharing of information and knowledge. DRM, as seen in modern times with digital media such as films, games, music or books, is one of the main disadvantages of purchasing such content. When a legal buyer acquires digital media with DRM, they are being forced to purchase an inferior and sub-par version of the product where they are extremely limited in its use and enjoyment.

This is further exacerbated in media which is exclusively digital and allows no physical purchase of any kind, such as this case. We can say that DRM actually punishes legal buyers.

Therefore, many critics argue that DRM even causes more piracy since legal buyers will not want to go through the trouble that a publisher requires to even open the form of media. The debate still rages on if this is true or not, but there have been many practical cases of DRM-free media outlets such as **gog.com** which are successful and believe in selling digital media without restrictions of any kind. When confronted with the option of having freedom and a hassle-free experience, or setting up a complicated DRM system; a legal buyer will choose the former and turn to obtaining the media in more reasonable forms.

Finally, publishers will insist that when you purchase digital media, you do not own the particular product. You are being licensed to use it and this license can be revoked at any time in the future. To that we can only answer:

"If buying is not owning, then piracy is not stealing."

Digital Technologies in English Studies and Research

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UNIVERSIDAD NACIONAL DE EDUCACIÓN A DISTANCIA

DIGITAL TECHNOLOGIES IN ENGLISH STUDIES AND RESEARCH

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[Aquí](#) podrá encontrar información adicional y actualizada de esta publicación.

INTRODUCTION

English Studies is an academic discipline that encompasses the study of English language, literature and culture. This field has experienced a significant transformation with the spread of digital technologies, which have enabled students, teachers and researchers to gather, organise and analyse a large number of data and texts in ways that were unthinkable before. The book *Digital Technologies in English Studies and Research* explores all this potential, looking at different resources and tools, such as databases and electronic libraries, bibliographic management applications, how to collaborate digitally through communities of practice, the impact of Web 2.0 and more recent technologies in English Studies and research, and the various software applications that can be used when getting our academic work published.

In the first unit, “English Studies Databases and online libraries”, we describe how databases and electronic libraries have made it easier than ever before to access and analyse vast amounts of information. Rather than being limited to a few physical texts or sources, scholars now have access to thousands of electronic books, journals, and other resources. This allows for greater breadth and depth of research and makes it possible to examine topics in greater detail than ever before. We will look at how to search for the information that you need, show you how to use these databases and electronic libraries with confidence and also how to save your research findings.

The second unit, “Managing Bibliographical References with Specialised Software” concentrates on the use of these tools to collect, organise and manage bibliographic data, including citations,

references and bibliographies, making thus the research process more efficient and organised. You will learn what bibliographical management applications (BMAs) are, understand how they work and create and manage your own bibliographic database with some of the most popular BMAs, RefWorks and Mendeley.

The third unit is entitled “Studying and Researching Collaboratively with Technology”. Probably, this will be the first time you come across the concept of “Communities of Practice” (CoPs). They are groups of individuals who share a common interest or profession and engage in some collaborative learning, sharing their knowledge, experiences and activities. They have become an essential part of English Studies and research, providing a platform for students, practitioners and scholars to share their ideas, collaborate and engage in ongoing discussions about their shared interests. Digital technologies have played an important role in facilitating these CoPs, creating digital social environments and especially through social media.

The fourth unit, “Collecting and Analysing Data with Specialised Software” delves into the different tools that can be used to create content when we are researching or doing some academic work in English Studies. First, we look at various ways to visualise information, such as concept maps, mind maps and conceptual diagrams. These tools make it easier to organise and represent complex ideas and relationships between concepts. Then, we turn to data collection tools and techniques, and a distinction is made between qualitative and quantitative research. Qualitative research involves the collection and analysis of non-numerical data, such as textual analysis, ethnography, or interviews. It can be used to explore the subjective experiences and perceptions of individuals, as well as to uncover patterns and themes in language use and cultural practices. Quantitative research, on the other hand, involves the

collection and analysis of numerical data, and is normally used to test hypotheses, establish correlations, and identify statistical relationships between variables, e.g., measuring the effectiveness of interventions or educational programs.

The last unit, “Accessibility and Emerging Formats in the Publishing Industry” is devoted to the format of academic publications and how to get your academic work published. First, we look at the different guidelines for scholarly writing, citing and referencing in English Studies, and how the use of BMAs can help us in that task. Then, we turn to the wide range of tools in the publishing industry, from word processing software to digital software used in academic journals and conference management tools, or even some applications which will allow you to create your own books and e-books. It is important to highlight that there is a special section which is devoted to accessibility, since it is essential to ensure that digital content is accessible to all individuals, including those with disabilities. And finally, we discuss the emergence of AI (artificial intelligence) applications which have revolutionised the academic world, since it enables the writing of academic texts in a very short time.

All units in *Digital Technologies in English Studies and Research* follow the same structure: they start with a “brainstorming” section, with some initial questions that serve to address the topic of the unit. Then the aims and learning results are stated, followed by a general introduction and the specific contents of that unit. The closing sections include a summary, some final questions to make students reflect on what has been discussed, with suggestions to expand their knowledge on the subject, and some relevant bibliography. The unit also includes activities which will help students put the theoretical content into practice, and a self-evaluation to check whether they have assimilated the new content. After the five units, there is a

glossary with key words in the field, and an answer key to all the self-evaluation questions.

ABOUT THE AUTHORS

María Jordano de la Torre is a lecturer in the Department of Foreign Languages and Linguistics at the UNED (Universidad Nacional de Educación a Distancia), where she has been teaching and researching since 2005. She is a member of the ATLAS (Applying Technology to LanguageS) Research Group, and her main lines of research are related to the application of technology in the field of English Studies and the teaching of English for specific purposes. She has participated in numerous national and international conferences and has published extensively on these subjects.

Elena Martín Monje is a senior lecturer in English at UNED. She belongs to the ATLAS (Applying Technology to LanguageS) Research Group and coordinates the GLOBE (Group for Languages in Open and Blended Environments) Innovation Group, as well as the Language MOOC Special Interest Group at EuroCALL (European Association of Computer Assisted Language Learning). Her research focuses on technology-enhanced language learning, with special attention to online language learning and language MOOCs (Massive, Open, Online Courses). In terms of awards and distinctions, the following stand out: Extraordinary PhD Award (2011), Finalist in the “Enrique Alcaraz” Research Award (2017), and Best Innovation Research Project at UNED (2021).

Tamara García Vidal is a lecturer in the Department of Foreign Languages and Linguistics at the UNED, where she mainly teaches English Linguistics and the use of ICTs (Information and Communication Technologies) to teach foreign languages. She is also a member of GLOBE (Group for Languages in Open and

Blended Environments) at the same institution, where she carries out research tasks in educational innovation. Her main research interest is the use of electronic linguistic corpora in the study of historical sociolinguistics. In 2022 she obtained the Extraordinary PhD Award 2020-2021 from the University of Murcia. She has also published in leading journals such as *Studia Anglica Posnaniensia*, *Folia Linguistica Historica*, *Journal of Historical Sociolinguistics* and *Peter Lang*.

Unit 1

ENGLISH STUDIES DATABASES AND ONLINE LIBRARIES



Biblioteca Central UNED Madrid (Source: Book authors).

1.1. ACTIVATING PRIOR KNOWLEDGE

This unit focuses on learning how to use general and specialised bibliographic databases and e- journals, in order to obtain information for present and future work or research. When looking for bibliographic resources online, for instance those from UNED library, you should be able to access most of them, but bear in mind that no library is subscribed to every single bibliographic resource. Before you start reading the contents in this unit, try to answer these questions:

- Do you know what a database is?
- Have you ever used a database to search for information?
- Have you ever read an article in its electronic version?

1.2. LEARNING OBJECTIVES AND OUTCOMES

This unit focuses on explaining how to plan well-documented research with the help of technology. By the end of this unit, you will be able to:

- search for the information that you need and know where to find it.
- use with confidence the databases that you need.
- find the exact location of an e-article.
- save your own research findings and get alerts of related news.

1.3. INTRODUCTION

The Digital Competence Framework for Citizens (DigComp) is a European Union initiative which was established in 2013 by the European Commission's Joint Research Centre (JRC) in partnership with stakeholders from across Europe (Carretero, Vuorikari & Punie, 2017). It is a reference framework that outlines the key competences necessary for citizens to thrive in a digital society, recognising the

growing importance of digital technologies in modern society and the need for individuals to possess the skills and competences necessary to fully participate in a digital world.

The DigComp identifies **five key areas of digital competence** (Vuokari, Kluzer & Punie, 2022): 1) Information and data literacy: the ability to find, evaluate, and manage digital information and data effectively and efficiently; 2) Communication and collaboration: the ability to communicate and collaborate with others using digital technologies; 3) Digital content creation: the ability to create and edit digital content using various tools and media formats; 4) Safety: the ability to protect personal data and devices and navigate safely in the digital environment; and 5) Problem-solving: the ability to identify, analyse, and solve problems using digital technologies. The initial part of this book focuses on the first digital competence: the ability to search, evaluate and manage information depending on our needs - in this case in the field of English Studies.

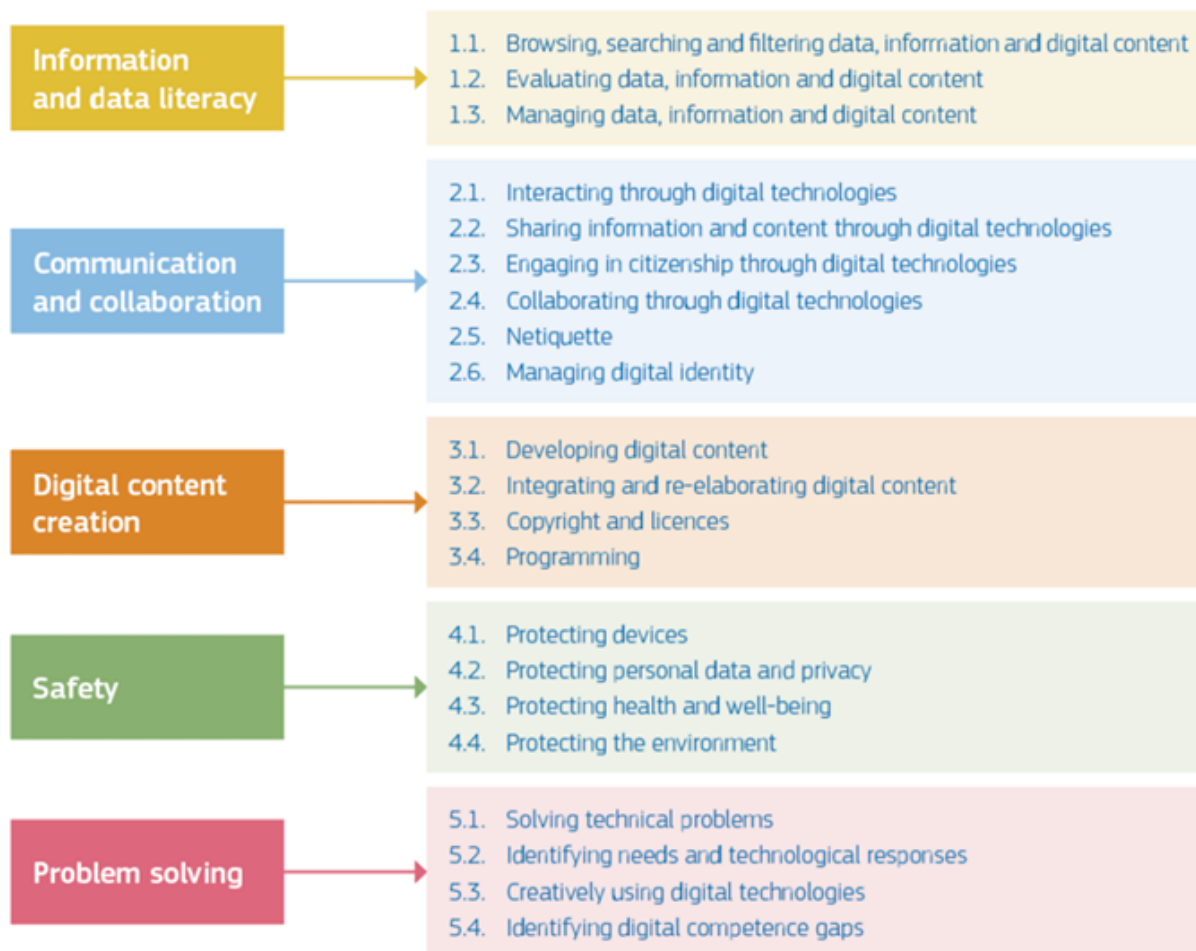


Figure 1. The DigComp conceptual reference model (Vuokari, Kluzer & Punie, 2022).

This unit will deal with the first two of these actions (searching and evaluating information), and the third one (managing information) will be studied in the next unit. This competence will be crucial when you attempt your first academic assignments, or your end of degree dissertation. You will learn how to locate the information you need from reliable resources which are relevant to your field of study.

1.4. CONTENTS

All sorts of new tools for gathering resources can be found in the modern university library. We will look at each of them independently,

providing you with a clearer idea of what each tool can offer and how best to exploit it for our purposes. We will show differing databases connected to our area of knowledge, ranging from the specific to the general, enabling you to effectively search for information. Among the first tasks of any researcher are checking a database or an electronic journal provider.

1.4.1. INFORMATION LITERACY

The concept of Information Literacy has been defined in different ways, mainly conditioned by the technological context of the moment. If we compare the way we conduct research nowadays with the methods used twenty years ago, the role played by technology and digitalisation in the past few years becomes clear. In 1989, the American Library Association (ALA) defined IL (Information Literacy) as a skill or an ability to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information”. A few decades later, the same concept is described as “the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning”. The latter definition includes two key elements which all researchers and academics should bear in mind: “ethics” and “communities”. Our academic behaviour must be ethical, and we must state the source of our findings (e.g., essays), and the concept of “communities” refers to spaces for sharing and enriching our knowledge (Løkse et al., 2017).



TIME TO PRACTICE!

Activity 1.1. Getting to know your Library

FOR UNED STUDENTS: Log in to Campus UNED and visit [our library](#). Think of your favourite subject and try to do a related search. Consider looking up a [database](#) first, and then narrowing your search

to a journal, book (paper or e-book), report, or any other type of source. Look at some of the links connected to your studies (end of degree dissertation, Plagiarism, types of loans, etc.)

N.B: If you are not a UNED student, try to do this activity using any other online library that has free access to its database.

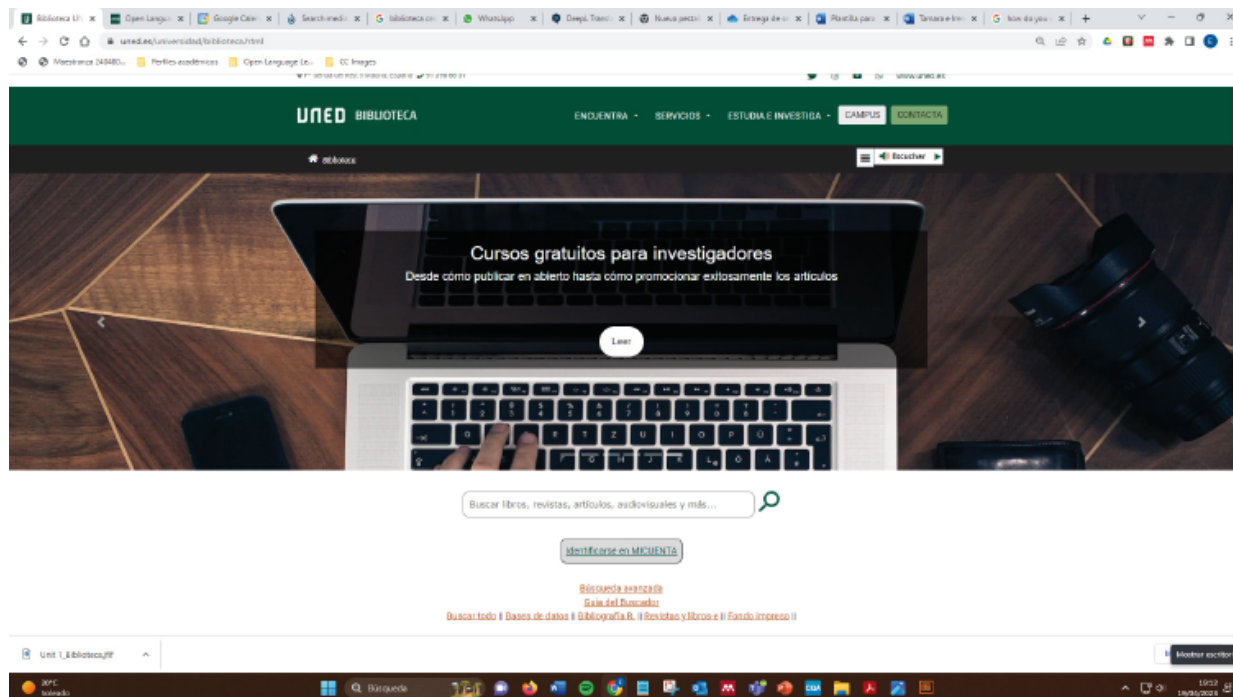


Figure 2. Library search engine (Image taken from <https://www.uned.es/universidad/biblioteca.html>)

There are several library locations at UNED (Sede Central). These are: 1) Biblioteca Central: Senda del Rey/Obispo Trejo (Humanities, Science, Law, Economics), and 2) Biblioteca Campus Norte: Juan del Rosal (Education, Engineering, Psychology). Although they all share the same e-resources, each building keeps its own hard copies of books according to the degrees they oversee, as well as other topics of interest. If you visit these buildings with your electronic device, do not forget to access the internet via Eduroam, a special configuration that you need to set up on your device using your Campus UNED

password. If you are accessing the e-resources from the campus (or any other device connected from your local centre) you will have full, direct access to the subscribed materials. If you are accessing them from home or outside the campus, you will first need to login at Campus UNED and use the links created for this purpose. Remember that our library holds training courses throughout the year and that most are live streamed on the Internet. Please visit the library website for more information.

1.4.1.1. Databases & bibliographic platforms

Just as the evolution of technology has led to changes in the concept of information literacy, the meaning of 'bibliographic database' has changed as well. We have selected a [Wikipedia definition](#):

A **bibliographic database** is a database of bibliographic records , an organised digital collection of references to published literature, including journals and newspaper articles, conference proceedings, reports, government and legal publications, patents, books, etc.

Although at the very beginning these databases provided information only about bibliographic references, nowadays they are integrated with journal providers and other bibliographical platforms so as to provide direct access to the full-text source that you need to consult (e-journal, thesis, e-book, etc.). In this way, you can visualise an article through two or even three of the platforms purchased by your library. These platforms can serve as databases as well, and it is often difficult to draw a distinction between the former and the latter. If you perform, for example, a search in the Modern Language Association (MLA) International Bibliography or a library catalogue, they will show different content providers depending on the ones your institution subscribes to.

It is important to know that if you wish to read an electronic article, your University/Institution needs to be subscribed to the appropriate platform; otherwise, you will have to try your luck with another library. Sometimes you may find years that are “under embargo”, meaning that you cannot read articles published within a particular period of time. Everything depends on the contract and conditions signed by the library or institution. Most UNED-subscribed services are possible thanks to an agreement called the *Consorcio Madroño*, signed by most all the Madrid-based public universities apart from Universidad Complutense de Madrid (UCM).

Nombre	Materia	
ABI/INFORM Global	Multidisciplinar	
Academic Search Premier	Multidisciplinar	
Country Profiles	Economía, política y empresas	
Country Reports	Economía, política y empresas	
e-ciencia	Multidisciplinar	
EIAF Index to Film	Cinematografía	
Google Académico	Multidisciplinar	
IEEE	Ingenierías, informática ...	
ISI Web of knowledge	Multidisciplinar	
JSTOR	Multidisciplinar	
MathSciNet	Matemáticas	
PAO	Humanidades	
PIO	Humanidades	
Research Library (Antes PRL)	Multidisciplinar	
RefWorks	–	
Revistas OA a través de SCOAP3	Física de partículas	
New Safari – O'Reilly for Higher Education	Tecnología y economía	
Science Direct (libros y revistas)	Multidisciplinar	
SpringerLink (libros y revistas)	Multidisciplinar	

Figure 3. Databases in *Consorcio Madroño* (Image taken from <https://www.consorcioamadrono.es/en/recursos-electronicos/>)

As we see in Figure 3, several databases can be accessed through the *Consortio Madroño* by all its members, but others can be accessed only by some universities. Depending on the particular field, you can find journals of interest in the field of English Studies in some of the databases shown below (MLA, JSTOR, ISI Web of Knowledge, etc.).

- **MLA (Modern Languages Association) publications**

Founded in 1883, the MLA is an association of professionals related to the field of languages and humanistic disciplines to promote the teaching of English Studies all around the world. You can read more about it here: <https://www.mla.org/About-Us/About-the-MLA/The-MLA-s-Mission>. The MLA is particularly well known thanks to its two databases:

MLA International Bibliography, which includes bibliographic references (books and articles) in the fields of linguistics, literature, culture and cinema. In the case of UNED, the MLA Bibliography is provided by ProQuest. For instance, if we type the word “Shakespeare”, the engine will retrieve almost 50,000 results, which means that we need to refine our search, filtering by the sort of work (book, journal, proceeding, etc.), or the year of publication or language. Note that if your institution does not subscribe to a given publication, no “full-text” link will appear in your search results. This will mean that you cannot read the whole article, but only the abstract.

[New Search](#)
[Thesaurus](#)
[MLA Directory of Periodicals](#)
[Names as Subjects](#)
[More +](#)
[Sign In](#)
[Folder](#)
[Preferences](#)
[Languages +](#)
[Ask-A-Librarian](#)
[Help](#)


 Searching: [MLA International Bibliography with Full Text](#) | [Choose Databases](#)


[Basic Search](#)
[Advanced Search](#)
[Search History](#)

Search Options

Search Modes and Expanders

Search modes ?

- ☒ Boolean/Phrase
- ☐ Find all my search terms
- ☐ Find any of my search terms
- ☐ SmartText Searching [Hint](#)

Apply equivalent subjects
☒

Limit your results

Full Text
☐

Publication Type

Exclude Dissertations
☐

Period

Publication Date

Language

Genre

Scholarly (Peer Reviewed) Journals
☐

Electronic Publication
☐

References Available
☐

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[Terms of Use](#)
[Copyright](#)

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Figure 4. MLA International bibliography interface (Image taken from <https://search.ebscohost.com/?authtype=cookie,ip,uid>)

MLA Directory of Periodicals, a directory with information about the journals indexed in the bibliography. This is more useful for academics wishing to obtain information about a journal related to this field (language, subscription, frequency, editors, website, etc.). Being included in this list can be evidence of “quality”. You can read more about it here: <https://www.mla.org/Publications/MLA-International-Bibliography/About-the-MLA-International->

[Bibliography/MLA-Directory-of-Periodicals](#) . Once logged in through your institution, you can locate publications by performing a title or subject search:

[New Search](#)
[Thesaurus](#)
[MLA Directory of Periodicals](#)
[Names as Subjects](#)
[More ▾](#)
[Sign In](#)
[Folder](#)
[Preferences](#)
[Languages ▾](#)
[Ask A Librarian](#)
[Help](#)



Searching: **MLA International Bibliography with Full Text**
[Choose Databases](#)

[Basic Search](#)
[Advanced Search](#)
[Search History](#)

Publications

Browsing: **MLA International Bibliography with Full Text -- Periodicals**

☒ Alphabetical
 ☐ By Subject & Description
 ☐ Match Any Words

Page: [Previous](#)
[Next](#)
 ▾ A B C D E F G H I J K L M N O P Q R S T U V W X Y Z ▸

Mark Items for Search

- ☐  **AB: AutoBiography Studies**
(ABSI)
- ☐  **Azari İzzet Baysal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi / Azari İzzet Baysal University Graduate School Of Social Sciences Journal Of Social Sciences**
(AZARIS) Full Text: 63471/2000 TO Present
 PDF Full Text
- ☐  **Akbia: Revue Culturelle Camerounaise/Cameron Cultural Review**
(Akbia)
- ☐  **ABE Journal: The Brazilian Journal Of British Studies**
(ABEJ)
- ☐  **Aisko Annual/With James Joyce Finnegans Wake Studies**
(AAJWS)
- ☐  **Aisko Quarterly With James Joyce Studies**

Figure 5. MLA Directory of periodical interface (Image taken from <https://search.ebscohost.com/?authtype=cookie,ip,uid>)

Apart from being famous for its databases, MLA is also a guide to academic style, one of the most widely used in English Literature. https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html . Others, like the APA, are preferred when dealing with topics related to education and the social sciences, and also Applied Linguistics https://owl.purdue.edu/owl/research_and_citation/apa6_style/apa_formatting_and_style_guide/general_format.html

- **ERIC (Education Resources Information Center)**

This is the most important database dealing with Education and can be freely accessed by independent researchers using their own account. However, many institutions, including UNED, access it through the EBSCO or ProQuest platforms. It can also be considered a repository, since several publications are available in full-text view. As a registered user, you can even submit your own publications. As you can see below, searches can be filtered by year, descriptor, education level, etc.

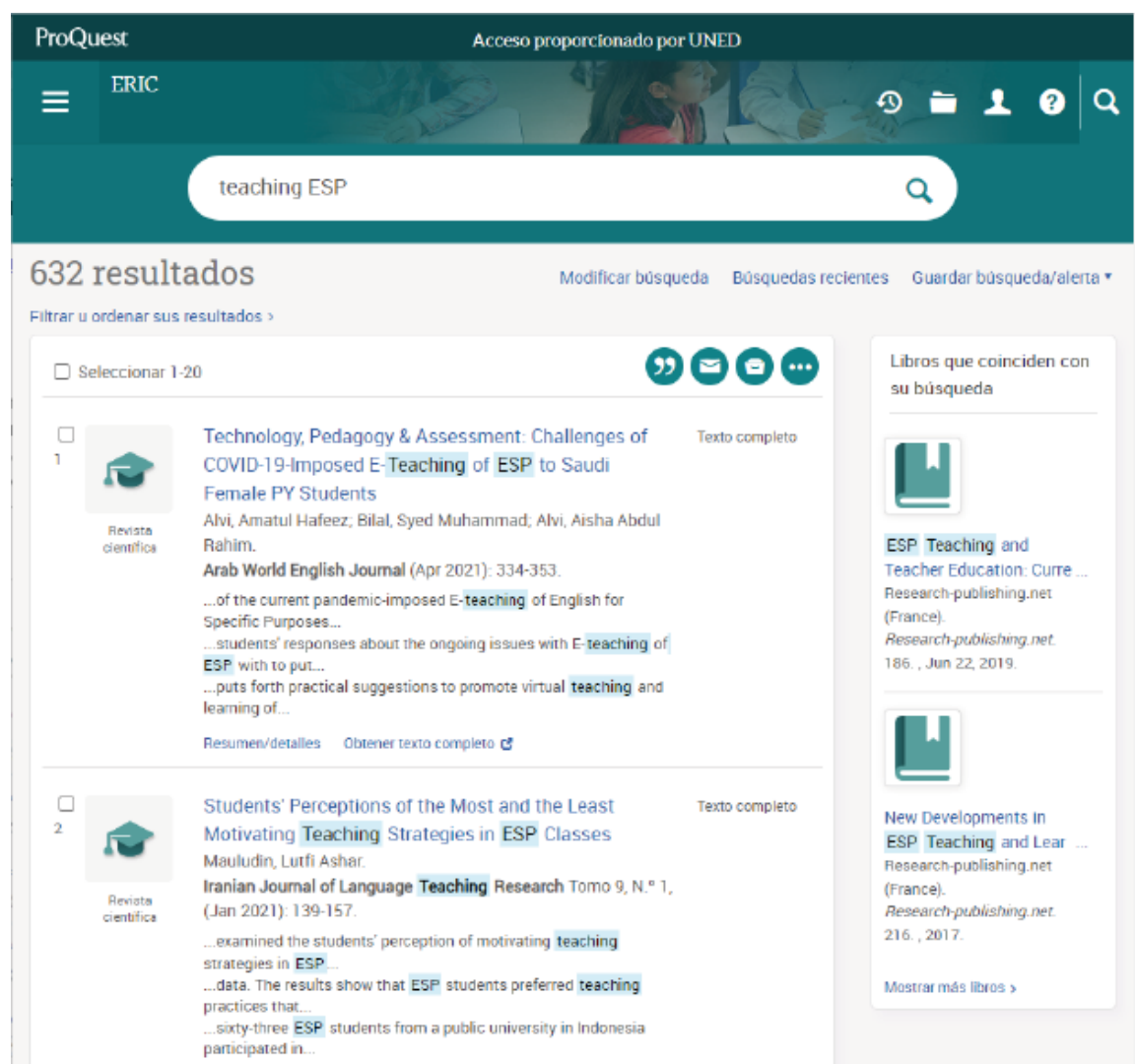


Figure 6. ERIC interface (Image taken from <https://www.proquest.com/?accountid=14609>)

• JSTOR

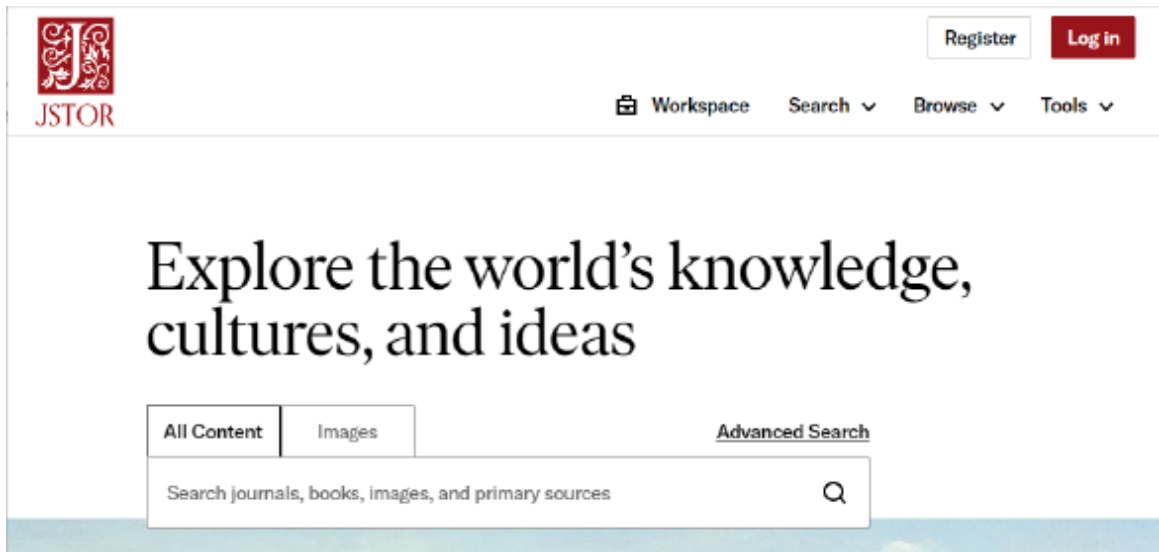


Figure 7. JSTOR interface (Image taken from <https://www.jstor.org/>)

Apart from providing content from e-books and journals related to Language Studies, among other topics, you will find primary resources in the form of digitalised manuscripts of historical documents. There is also a tool called “text analyser”, which scans an article to find other articles of interest related to the text itself. The image below shows one of the digitalised documents. Its reference can easily be saved, but the possibility of reading all the pages is restricted to individual subscriptions.

- **Literature Online (LION)**

LION contains a collection of full-text works in English dating from the Anglo-Saxon period to the present, including publications from American Literature and others. For full access you need to be logged into Campus UNED or your own institution. LION was first launched in 1996, and almost 30 years later, it is a reference in its field thanks to the quantity and the quality of its content. You should be able to find it in the list of databases provided by UNED library: <https://uned.libguides.com/az.php>



TIME TO PRACTICE!

Activity 1. 2 Working with LION

Perform a basic search for any author included in the contents of the Literature subjects from your degree in English Studies. What sort of sources and documents have you found? Do you think this is a useful tool? Why?

- **Other databases not subscribed to by UNED**

Linguistics Collection

Full coverage of phonetics, phonology, morphology, syntax and semantics and more. Apart from articles and other electronic resources, you can find full-text dissertations which cover the areas mentioned before.

Linguistics Abstracts Online

This is a database of linguistics abstracts containing more than 72,000 abstracts drawn from more than 600 specialised journals.

ABSTRACTING & INDEXING DATABASE

Linguistics Abstracts Online

This bibliographic database provides high-quality cover-to-cover indexing and abstracts for journals encompassing the broad spectrum of linguistics and language study. It offers thousands of records with subject headings from EBSCO's robust thesaurus, curated by subject matter experts.

Content includes:

770 active indexed and abstracted journals

active peer-reviewed indexed and abstracted journals **760**

Title List:
Coverage: **Excel** | **HTML**

Request pricing

Request trial

Subjects Include

- Applied linguistics
- Communication
- Communication disorders
- Computational linguistics
- Computer assisted language learning
- Deaf studies and education
- Dyslexia
- English language teaching
- Fluency disorders
- Language and cognition
- Language and computers
- Language and cultures
- Language and dialogue
- Language and literature
- Language and politics
- Memory and language
- Phonetics and phonology
- Psychology
- Semantics
- Sign Language
- Speech and hearing
- Speech pathology

— **CC** —

Linguistics Abstracts Online covers numerous fields related to synchronic approaches to linguistics, such as applied and computational linguistics, phonetics and phonology, deaf studies and education, psychology, communication, and speech pathology, among others."

— Charleston Advisor

Figure 8. Linguistic abstracts online interface (Image taken from <https://www.ebsco.com/products/research-databases/linguistics-abstracts-online>)

Although UNED is not subscribed to this resource, it has acquired a similar one, Oxford Bibliographies in Linguistics, where you will find bibliographies and comments on them related to specific topics included in the field of Linguistics. You can see how this works in this video <https://www.youtube.com/watch?v=1myXLJZGPwM>:

America: History and Life

This database belongs to EBSCO and provides access to journals relating to the history of the United States of America from 1955 to the present. A total of 1800 titles are shown in the lists, which can be seen by following this link: <https://www.ebsco.com/m/ee/Marketing/titleLists/ahl-coverage.htm>

ABSTRACTING & INDEXING DATABASE

America: History and Life

America: History and Life is the definitive index of literature covering the history and culture of the United States and Canada from prehistory to the present. Indexing hundreds of journals, it is an invaluable bibliographic database for history students.

Content includes:

1,610 active indexed and abstracted journals

active peer-reviewed indexed and abstracted journals **1,421**

Title List:
Coverage: [Excel](#) | [HTML](#)

[Request pricing](#)

[Request trial](#)

Strengthen Exposure to Open Access Journals

America: History and Life includes rigorous curation and indexing of open access (OA) journals, which has resulted in a growing collection of 168 active global OA journals. Once validated and certified for inclusion, these OA journals are treated with high-quality subject indexing and sophisticated, precise/accurate full-text linking.

NOTE: EBSCOhost databases and EBSCO Discovery Service **generate a lot more referrals for DOAJ than any other online platform.**

Searchable Cited References

America: History and Life includes 456 journals with searchable cited references.

The Highest Quality Subject Indexing

EBSCO has the premier and most highly regarded scholarly vocabularies curated by subject matter experts, covering all disciplines and major publishers.

Figure 9. America: History and life interface (Image taken from <https://www.ebsco.com/products/research-databases/america-history-and-life>)

Databases like this provide access to digitalised images of ancient texts from your own institution with the possibility of zooming in on images, printing some pages, reading works in detail, etc. Unfortunately, UNED is not subscribed, but you can try it for free by using the demo announced on its website or by locating an institution which does subscribe.

Early English books online (EEBO)

EEBO contains digital facsimile page images of works printed in England, Ireland, Scotland, Wales and British North America, as well as works in English from 1473-1700. It has access to full-text documents in several disciplines: Fine Arts, English Literature, Linguistics and History. It can be consulted through ProQuest via

some institutions. This link supplies further information:
<https://proquest.libguides.com/eebopqp>.

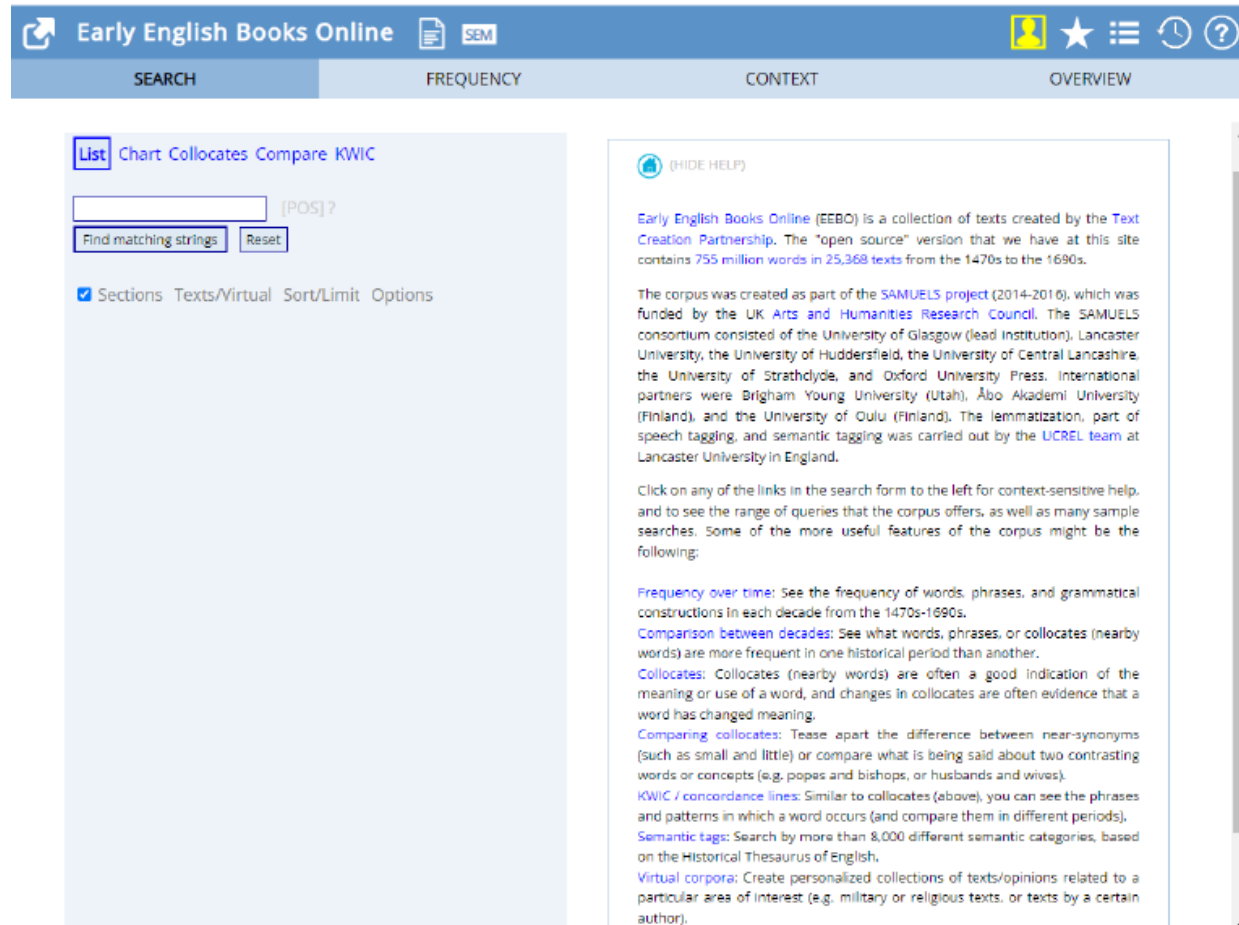


Figure 10. EEBO (Image taken from
<https://www.english-corpora.org/>)

1.4.1.2. Generic bibliographic databases

- **Dialnet (UNED)**

Dialnet is a Spanish database developed by the University of La Rioja. It already has more than 2 million users and it is a key reference for most researchers and professors working at Spanish universities. Access to full-text versions of the entries depends on the involvement of your institution, though the possibility of borrowing a document from another institution is available. The following

screenshot shows a list of journals included in Dialnet with full-text links (as long as you are logged in with an institution subscribed to the journal/article that you are searching for): this service is known as Dialnet Plus. Most of the publications linked to here are based in Spain, which means that, apart from those edited by associations directly related to English Studies, they will mainly be written in Spanish.

The image below shows some English Studies publications included in the Dialnet database. If the publication is marked with *UNED* on the right, the full text is available through our library.

☒	Comunicar: Revista científica iberoamericana de comunicación y educación	e-Dialnet	Latindex	UNED
☒	Contextos educativos: Revista de educación	e-Dialnet	Latindex	UNED
☒	Cuadernos de Información	e-Dialnet	Latindex	
☒	Cuadernos de turismo	e-Dialnet	Latindex	UNED
☒	Dedica. Revista de Educação e Humanidades	e-Dialnet	Latindex	
☒	Didáctica (Lengua y literatura)	e-Revista	Latindex	
☒	Digital Education Review	e-Dialnet	Latindex	

Figure 11. English Studies publication in Dialnet database (Image taken from <https://dialnet.unirioja.es/>)

If you want to subscribe to some of these journals, you need to sign up. Once logged in, click on “Revistas”, selecting your topic/s and choose those that interest you:



Figure 12. “Revistas” section in Dialnet database (Image taken from <https://dialnet.unirioja.es/>)

Once you select the journals, of there will be no confirmation. Just click on “subscriptions” to check that you have successfully subscribed to the selected journals.



TIME TO PRACTICE!

Activity 1.3 Working with Dialnet

Create an account with Dialnet (<https://dialnet.unirioja.es>) and subscribe to 3 publications related to a topic that interests you. Try to read some full-text articles and reflect on your experience. Does it have a user-friendly interface? Was it easy to find authors or articles?

EBSCO

EBSCO, the world's other leading information and publishing company along with Science Direct, will lead you to many other databases, including European Views of the Americas: 1493 to 1750, Teacher Reference Center and e-books like the EBSCO eClassics Collection. Below we have an example of one of the results retrieved when searching for *Information Literacy* in a database called *Library, Information Science & Technology Abstracts*. Take into account that in this case, there will be no full-text versions: only the abstract is available. Once you have that information, you will need to look for the full article in the library catalogue.

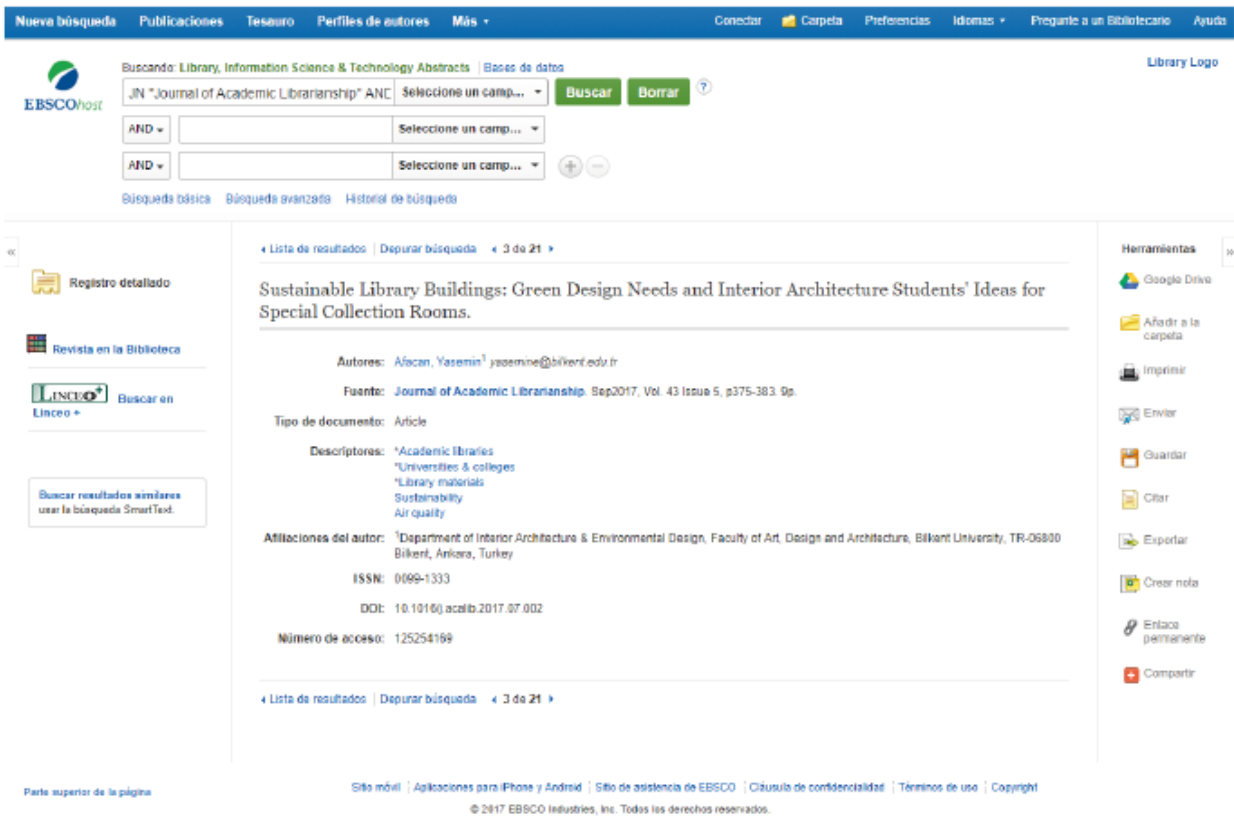


Figure 13. EBSCO interface (Image taken from <https://www.ebsco.com/es>)

As seen above, there is a menu on the right showing all the actions you can take with the selected bibliographical reference - upload to your Google Drive, save in a folder, print or even share it.

REBIUN

Databases like the ones described above must be purchased by our institutions. Finding all of them within the same university is unusual, which is why, in the past, you needed to travel to another location to look for the desired database or paper books. Nowadays there are easier solutions to cover these needs, for example, borrowing books from other university libraries if they are in paper format.

REBIUN <https://www.rebiun.org/> is a collective catalogue, offered by most Spanish University Libraries, where you can find the exact

location of a resource. The image below shows the location of a database which cannot be found at UNED, *Linguistics Abstracts Online*. It says that you can access it from the Universities of Coruña and Seville.

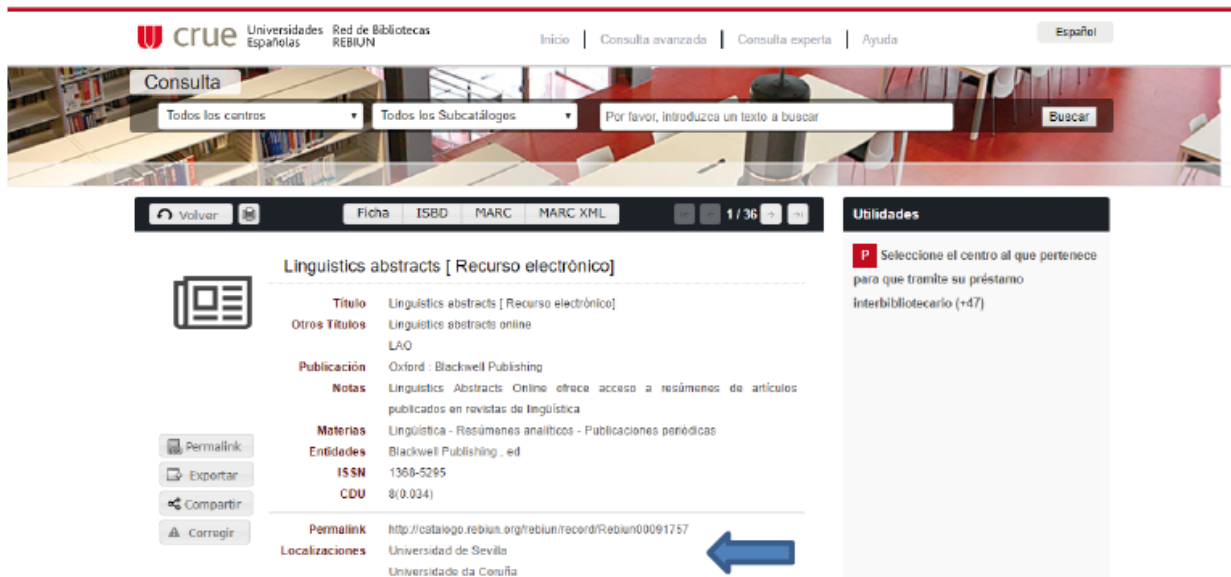


Figure 14. Search in REBIUN (Image taken from <https://rebiun.baratz.es/rebiun/>).

- **The UNED Library platform**

During the academic year 2019-20, Consorcio Madroño and all the libraries included in it, migrated from Linceo + (Summon technology) to ExLibris (<https://exlibrisgroup.com/>), a ProQuest tool used by many other universities to manage their library catalogues. In order to use it, type what you are looking for in the search space.



Figure 15. UNED library (Image taken from <https://www.uned.es/universidad/biblioteca/>)

Even if you have already done so, you will be required to provide identification before proceeding.

Once there, you will be able to filter your selection (there are more options than the ones shown in this screenshot). You can narrow your search to a range of years, authors, disciplines, etc.

If you select some of the retrieved results, you will receive detailed information about the item:

- the pin symbol means that you have saved that reference,
- the attachment symbol with the “full-text available” indication means that you can read the whole article. Sometimes you will obtain it automatically with a click (as in this case), but at other times you will need to look for the volume, issue, etc. The database that contains this article is an open journal platform, so that it can be accessed from anywhere without the need for a subscription. The “sent to” section converts the reference into different formats that can be handled by specialised software (e.g. Mendeley or RefWorks), but we will delve further into this topic in Unit 2.

The screenshot displays the UNED library interface for an article titled "Library services platforms: The evolution of the library management systems" and its Portuguese translation. The article is by Tonding, F.J. ; Vanz, S.A.S. and is from the journal "Perspectivas em Ciencia da Informacao". The interface includes a sidebar with navigation links: TOP, SEND TO, VIEW IT, DETAILS, LINKS, and CITATIONS. The main content area shows the article title in both languages, the author, and the journal information. A "PEER REVIEWED" badge is present. Below the article information, there is a "Full text available" link circled in blue. The "Send to" section features several export options: EXPORT BIBTEX, EXPORT RIS, REFWORKS, ENDNOTE, EASYBIB, and CITATION, each with a corresponding icon and a red circle around it. The "View It" section provides a link to the full text available at the DOAJ Directory of Open Access Journals, which is highlighted with a blue box. Below this, there is a section for "Additional services" including links to Contactar con Biblioteca, Google Scholar, JCR, Scimago, Scopus, and Wos.

ARTICLE / multiple sources exist. see all

Library services platforms: The evolution of the library management systems
Plataformas de Serviços de Bibliotecas: A evolução dos sistemas para gerenciamento de bibliotecas

Tonding, F.J. ; Vanz, S.A.S.
Perspectivas em Ciencia da Informacao, October-December 2018, Vol.23(4), pp.73-96

TOP

SEND TO

VIEW IT

DETAILS

LINKS

CITATIONS

PEER REVIEWED

[Full text available](#)

Send to

EXPORT BIBTEX EXPORT RIS REFWORKS ENDNOTE EASYBIB CITATION

View It

Full text available at: [DOAJ Directory of Open Access Journals](#)

Available from 2006.

Additional services

[Contactar con Biblioteca](#)

[Google Scholar](#)

[JCR \(se recomienda iniciar sesión en JCR antes\)](#)

[Scimago](#)

[Scopus](#)

[Wos \(se recomienda iniciar sesión en Wos antes\)](#)

Figure 17. Export citation in UNED library
(Image taken from <https://www.uned.es/universidad/biblioteca/>)

— the “citation” option allows you to obtain the citation of the reference In different styles:

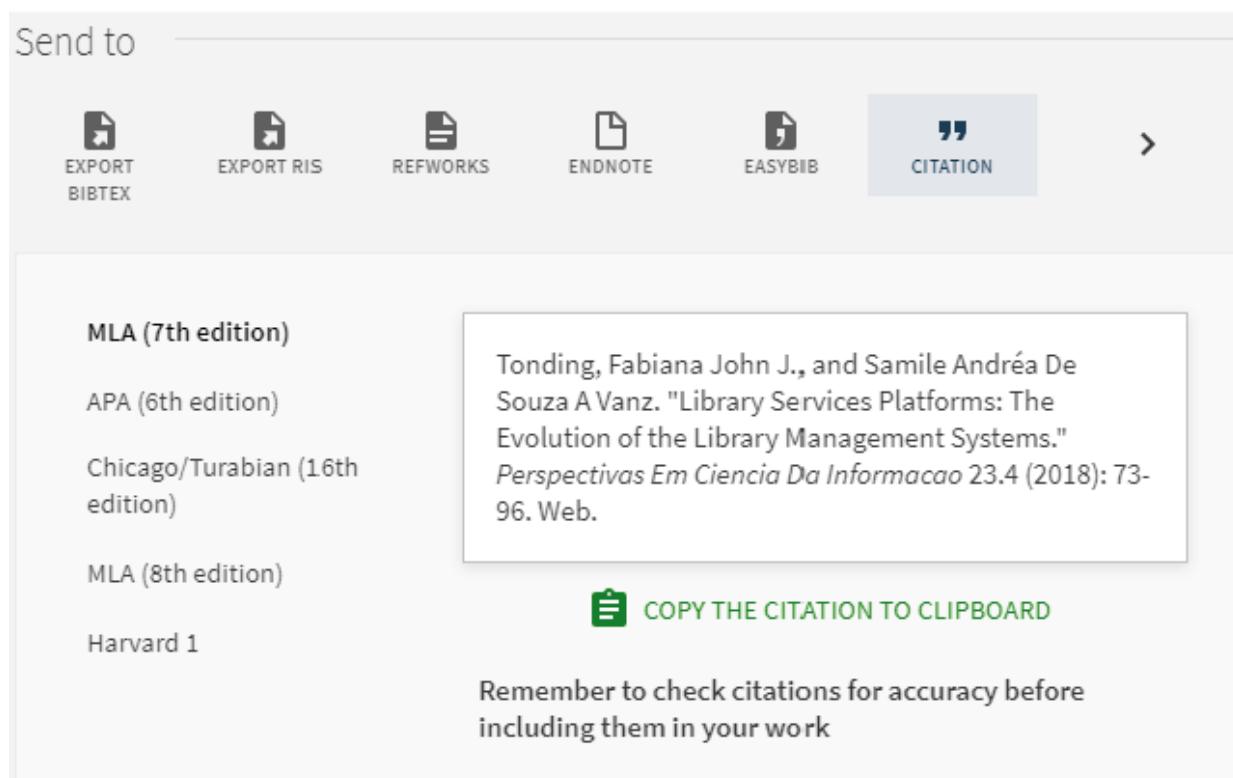


Figure 18. Detail citation in UNED library
(Image taken from <https://www.uned.es/universidad/biblioteca/>)

to include some of these citations in your work, simply copy and paste the desired style into your paper.

You can also “pin” more than one reference to export them to your database, but we will look at how to do this in Unit 2.

1.4.1.3. Open online resources

- **Google Scholar**

Google Scholar is one of the most useful used search engines in the academic world. If you have set it up previously, each result will add links to different catalogues and different ways to keep the reference. Additionally, you can create alerts to receive notifications when there are new publications related to your “keywords”. You can also follow the publications of some authors from your profile.

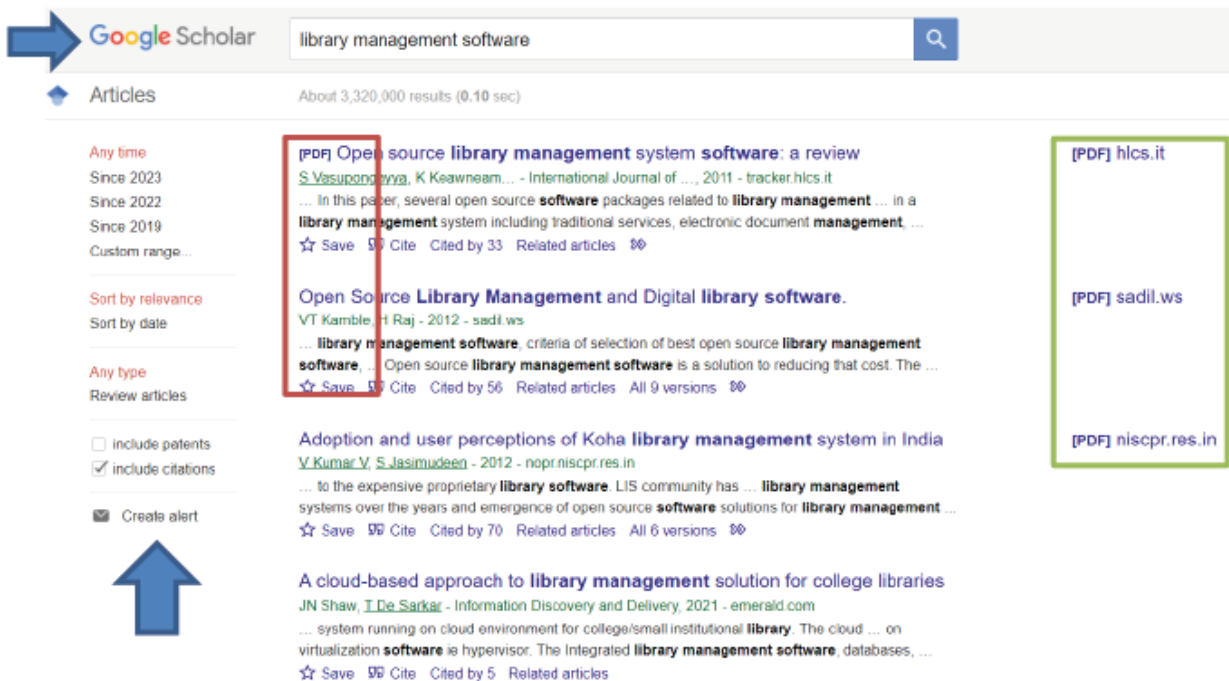


Figure 19. Google Scholar interface (Image taken from https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=library+management+software&btnG=)

Once in “settings”, you can add access links to your library/Institution. This way, whenever you perform a search from Google Scholar, you will know whether or not you can retrieve it from your library in its full-text version. Bear in mind that if the entry is a “citation”, you will not find the primary source with a simple click.

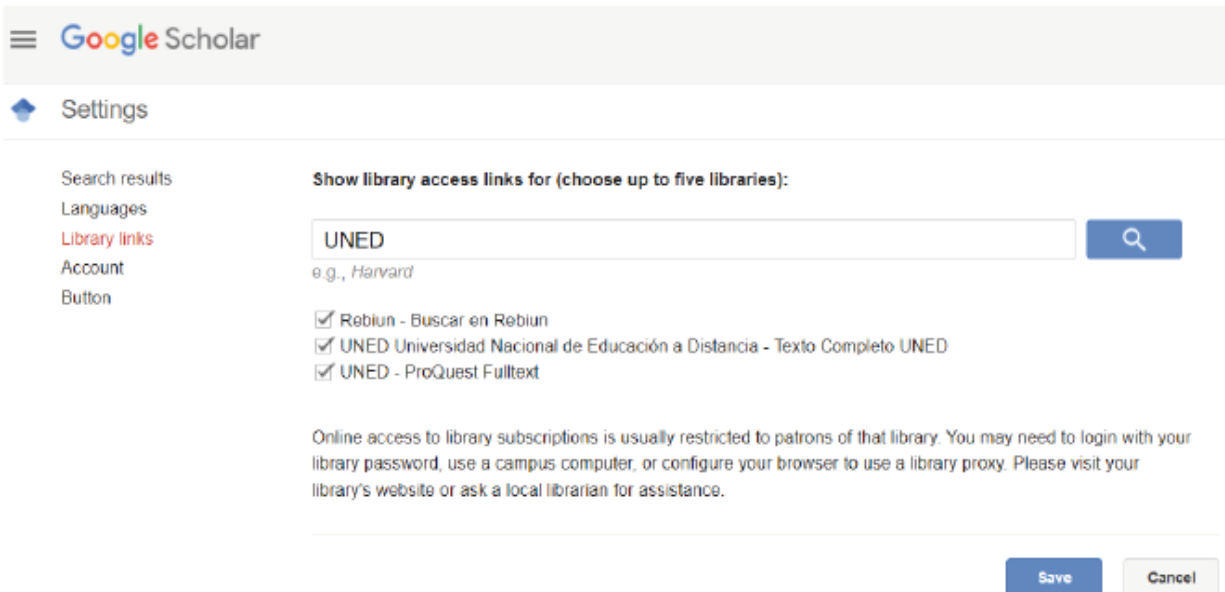


Figure 20. Google Scholar setting (Image taken from https://scholar.google.com/schhp?hl=en&as_sdt=0,5&inst=6102321801771322873)

• Google Books

Google Books is another powerful tool. Although you cannot read the whole book if you do not purchase it, the sample view can help you get an idea of the contents inside, and in some cases a few pages will be enough. You can order them by using your own shelves and creating a wish-list to buy the book if needed. The image below shows some books ordered, arranged by shelves.

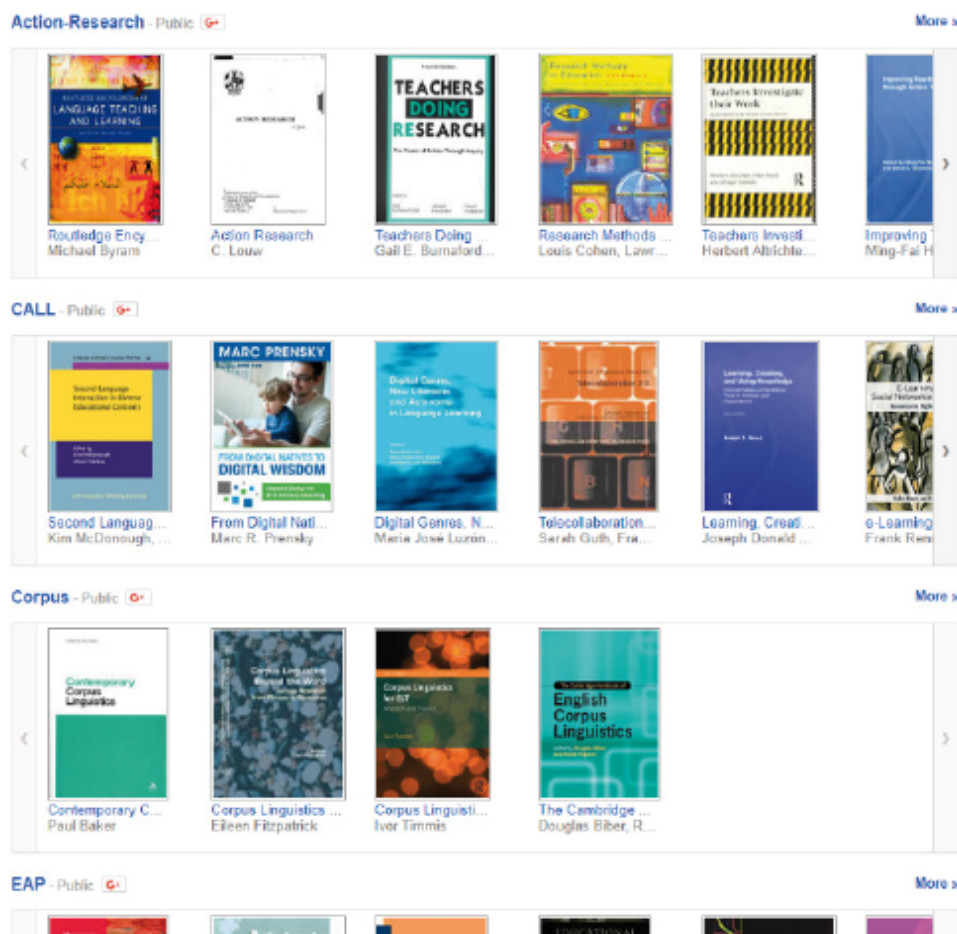


Figure 21. Sample of Google Books interface
(Image taken from <https://books.google.com/ngrams>)

1.4.1.4. E-journals

Each library has its own collection of e-journals depending on the packs that have been purchased from the main journal retailers. The following images show how to access the e-journals subscribed by the library. If these journals are published only in their paper version., you may need to visit the library on site.

English Australia Journal: the Australian Journal of English Language Teaching (2202-6169) [Más opciones](#)
desde 2004 a la actualidad en [Directory of Open Access Journals](#)

English language and linguistics (1360-6743) [Más opciones](#)
desde 01.05.2001 a Hace 1 año en [Literature Online \(LION\)](#) y [ProQuest Research Library](#)

Ethical Lingua: Journal of Language Teaching and Literature (2350-3448) [Más opciones](#)
desde 2015 a la actualidad en [Directory of Open Access Journals](#)

ExELL : explorations in English language and linguistics [Más opciones](#)
desde 08.09.2014 a la actualidad en [De Gruyter Open Access](#)

Foreign language annals (0016-710X) [Más opciones](#)
desde 01.10.1967 a 30.11.2000 en [PAO Collection 5 \(with 1996-2000 update\)](#)
desde 01.01.1996 a 31.12.2012 en [Wiley-Blackwell - SURFmarket 2012](#)
desde 01.04.2004 a la actualidad en [ProQuest Research Library](#)

Forum for modern language studies (0015-8518) [Más opciones](#)
desde 01.01.1965 a 31.10.1995 en [PAO Collection 3 \(purchase pre Aug/2005\)](#)

Functions of language (0020-999X) [Más opciones](#)
desde 2000 a 2015 en [Single Journals UNED](#)

Figure 23. Search on language in UNED library (Image taken from <https://www.uned.es/universidad/biblioteca/>).

The title of the journal appears in the initial position, then we find the years the library subscribes to, and the journal provider /database to help us locate the full-text version. See how, in some cases, such as the fourth example, you can find the journal in different providers, with different time periods subscribed to. Directory of Open Access Journals means that all the journals contained provide free access to the complete text of each article.

Although most of the e-journals subscribed to by UNED can be found through the library website, there might be variations depending on the embargos, updating, etc. This is why we recommend looking for the journal on the **meta-searcher**, seeing from there whether or not you can access the full text. The most important collections are Wiley Online, Academic Search Premier, Ingenta, Sweetswise, Springerlink, Taylor & Francis, Sage Journals, Oxford Journals, and Cambridge University Press. You do not need to learn by heart which journal belongs to each collection, but familiarity with their interfaces will help you extract information more quickly.

The bibliographical references displayed by these electronic resources share similar options: printing, saving references following different standards, sending through email, and exporting to some bibliographic formats, among many other functions.

1.4.1.5. E-books

In the same way that most academic journals are becoming digital, the number of ebooks, an alternative to traditional paper books, is also increasing. Below are some of the most useful e-book platforms for the English Studies disciplines:

— **Ebook Central** (previously *ebrary*): It belongs to ProQuest and has an extensive collection of work from different fields. Creating an account is compulsory for reading books, but you will also be able to create shelves, take notes, add favourites, highlight, etc.

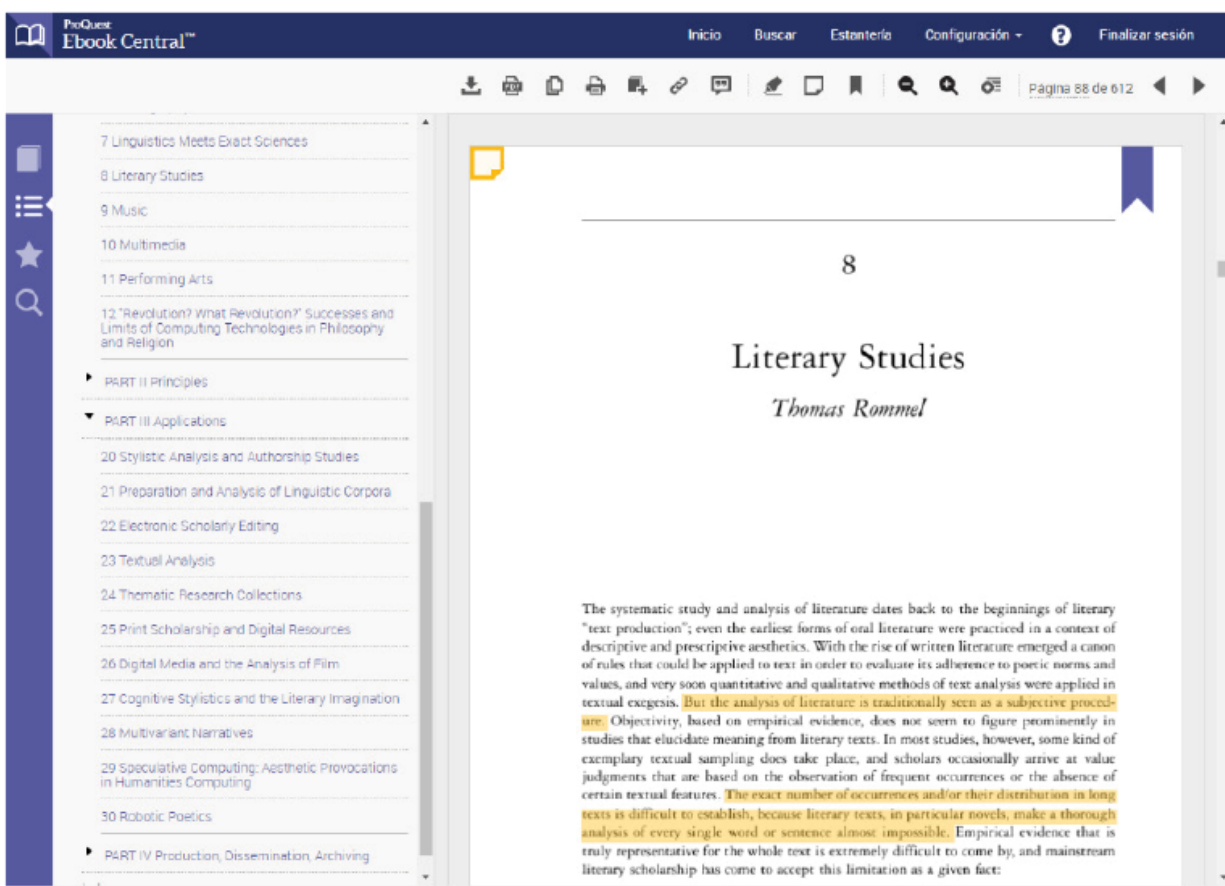


Figure 24. Ebook central detail (Image taken from <https://ebookcentral.proquest.com/>).

— **O’Reilly Safari Books Online** gives you “access to our 35K+ books, 30K+ hours of video, curated learning paths, case studies, interactive tutorials, audiobooks, and O’Reilly conference videos”. It is a good place to find handbooks to learn how to use different applications, all of them recent. You need to access it from our library link and enter your UNED email account. As seen below, you can create your own content playlists, highlight, and share resources with other colleagues. You can also find multimedia contents:

— **Elsevier / Science Direct**. Apart from being one of the most widely used journal providers, you can find some specialised e-books. Some are compilations of chapters written by various authors, which are very similar to articles. Their references are easy to export to a variety of formats. We will learn how to do this in the next unit.

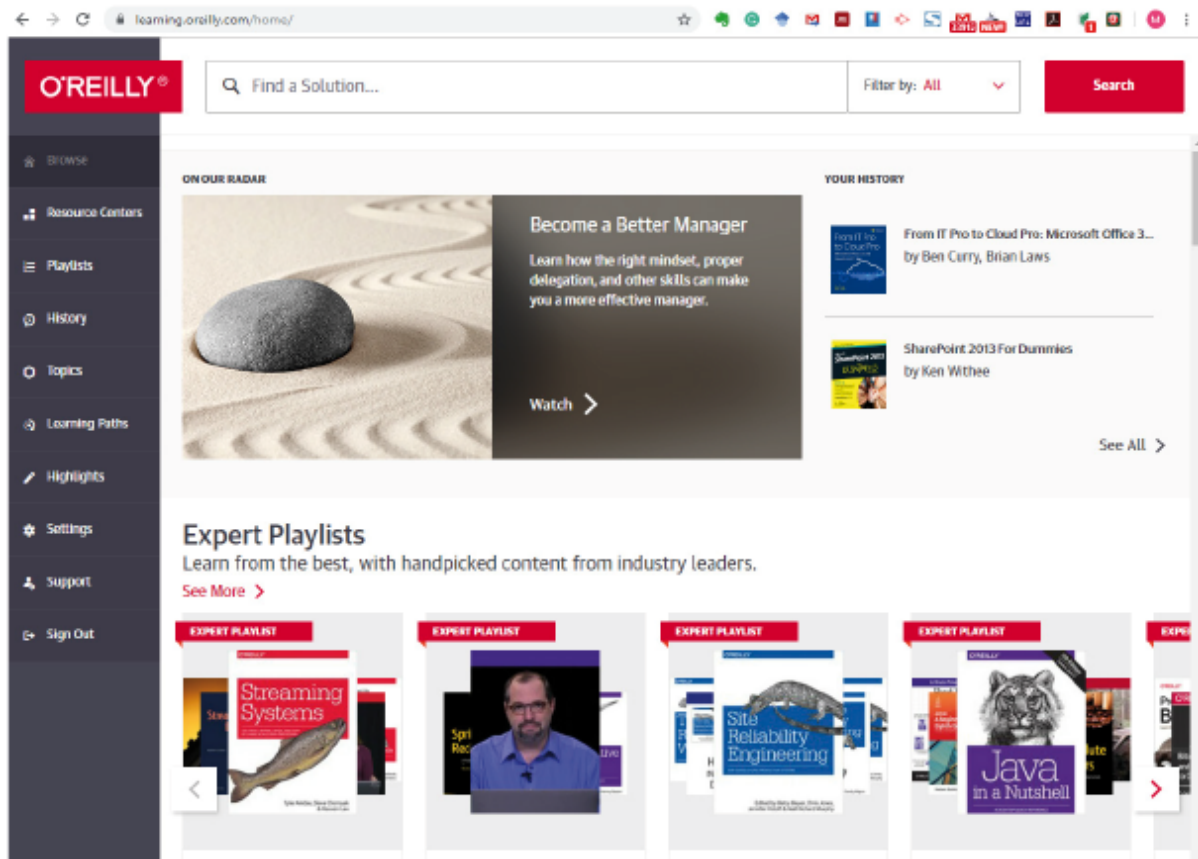


Figure 25. O'Reilly Safari Books online interface (Image taken from <https://www.oreilly.com/library/view/learning-java-4th/9781449372477/pr02s07.html>).

The screenshot shows the O'Reilly Safari Books online detail page for a video titled "Exploring Channels". The page layout includes a top navigation bar with the O'Reilly logo, a breadcrumb trail "Working with Chats > Exploring Channels", and a search bar "Searching in Teams". Below the top bar is a sidebar on the left with navigation links: Browse, Resource Centers, Playlists, History, Topics, Learning Paths, Highlights, Settings, Support, and Sign Out. The main content area features a large video player with a blue background and a play button. To the right of the video player is a "Contents" panel with a list of video topics and their durations. The video player shows a progress bar at the top indicating "1h 27m remaining".

O'REILLY

Working with Chats > Exploring Channels

Searching in Teams

1h 27m remaining

Exploring Channels

Exploring Channels

Contents Details

- Introduction
 - 5s of 2m 45s
- Getting Started with Teams
 - 7m 11s
- Creating Teams
 - 8s of 6m 7s
- Managing Teams
 - 6m 19s
- Working with Conversations
 - 6m 40s
- Working with Chats
 - 8m 5s
- Exploring Channels**
 - 3s of 5m 5s
- Searching in Teams
 - 7s of 5m 50s
- Sharing Files with a Team
 - 5m 10s
- Working with Meetings
 - 9m 39s
- Sharing Content in a Meeting
 - 6m 48s
- Recording a Meeting
 - 6m 2s
- Using Teams in SharePoint

Sign Out

Figure 26. O'Reilly Safari Books online detail (Image taken from <https://www.oreilly.com/library/view/learning-java-4th/9781449372477/pr02s07.html>).

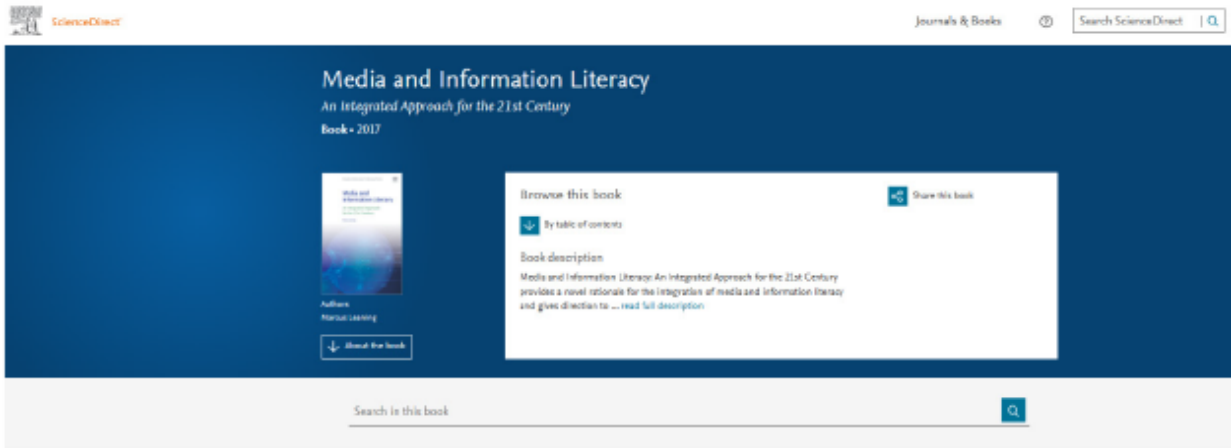


Table of contents

Actions for selected chapters

Select all / Deselect all

Download PDF's

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- ☐ Full text access
Front-matter, Copyright, Dedication, Acknowledgements
- > Part I: How We Arrived At Where We Are
- > Part II: The Contemporary Experience
- > Part III: Towards the Integration of Media and Information Literacy
- ☐ Book chapter • Full text access
Index

Figure 27. Search example in Science direct (Image taken from <https://www.sciencedirect.com/book/9780081001707/media-and-information-literacy>)

E-BUNED is another platform for reading e-books which is being used by many public libraries in Spain. Although you can only borrow books from the library for a limited time, you can skim the book using *hojear*:



Figure 28. E-BUNED interface (Image taken from <https://uned.xebook.es/>)

1.4.1.6. Open access libraries

• Gutenberg Project

Featuring more than 60,000 e-books, The Gutenberg project (<https://www.gutenberg.org/>) is a very well-known project that compiles classic books in English so as to spread literature, and the love for literature, across the Internet. Now there are versions in other languages such as French, Portuguese and Dutch. It is very useful for locating the first editions of classic books. As you can see in the image below, the same text can be read in different formats, included those to be read on e-book devices.

Project Gutenberg

About • Search and Browse • Help •

Quick search:

Project Gutenberg > 70,305 free eBooks > 42 by Washington Irving

The Alhambra by Washington Irving



Download This eBook

Format	Size			
Read this book online: HTML5	756 kB			
Read this book online: HTML (as submitted)	760 kB			
EPUB3 (E-readers incl. Send-to-Kindle)	1.6 MB			
EPUB (older E-readers)	1.6 MB			
EPUB (no images)	356 kB			
Kindle	1.9 MB			
older Kindles	1.8 MB			
Plain Text UTF-8	716 kB			
More Files...				

Similar Books

Readers also downloaded...

Bibliographic Record

Author: Irving, Washington, 1793-1859

Figure 29. Project Gutenberg search example
(Image taken from <https://www.gutenberg.org/ebooks/49947>)

• Open Library

Open Library (<https://openlibrary.org/>) is open to the whole world of the Internet in the form of a wiki. Everybody is invited to share books, either uploading them entirely by scanning all their pages, or by offering to lend the book to anyone else who may need it.

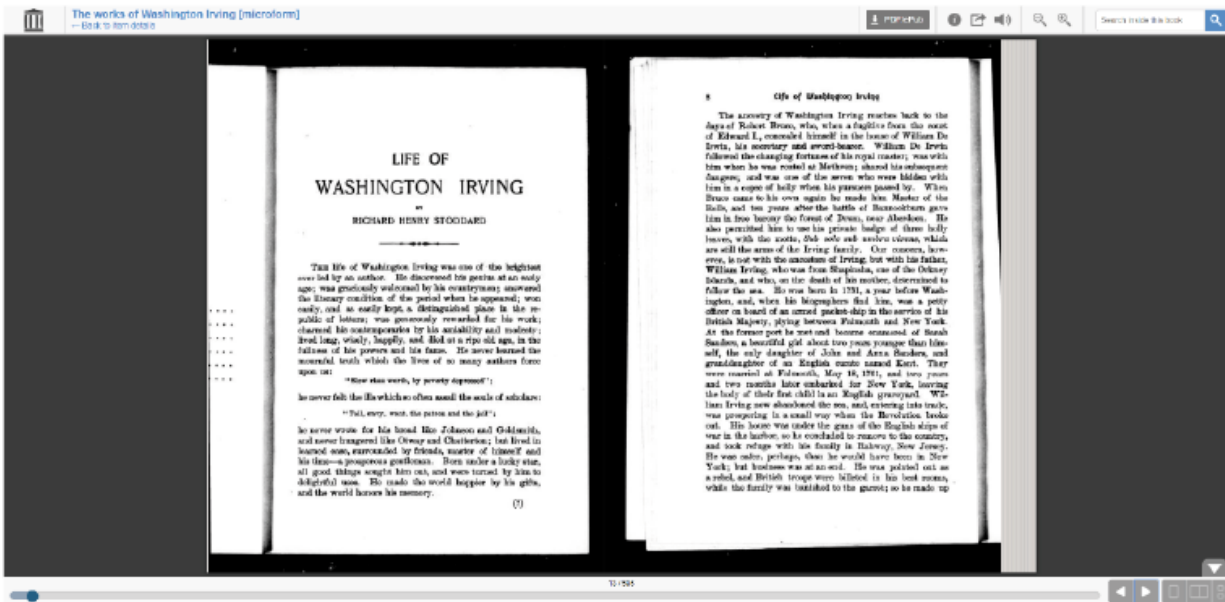


Figure 30. Search example in Open library (Image taken from https://openlibrary.org/works/OL1497667W/The_work_of_Washington_Irving?edition=key%3A/books/OL240985M)

After reading this, you may be wondering about the difference between the Gutenberg Project and the Open Library. This explanation gives us the answer:

Project Gutenberg is a place to download and read thousands of free e-books. Open Library's goal is to list every book —whether in-print or out-of-print, available at a bookstore or a library, scanned or typed in as text. In other words, we provide access to all of Project Gutenberg's books, but we have hundreds of thousands of others as well.

• Europeana

Europeana is an open online library which comprises not only books, but also multimedia files such as videos, audios or artworks produced in Europe. It may be useful if you need to find cultural and historical documents for your end of degree dissertation or for your future research.

Once logged in, you will find a digitalisation project consisting in the transcription of already scanned documents for easy retrieval later. A

great number of digitalised manuscripts can also be found, and each image can be magnified.

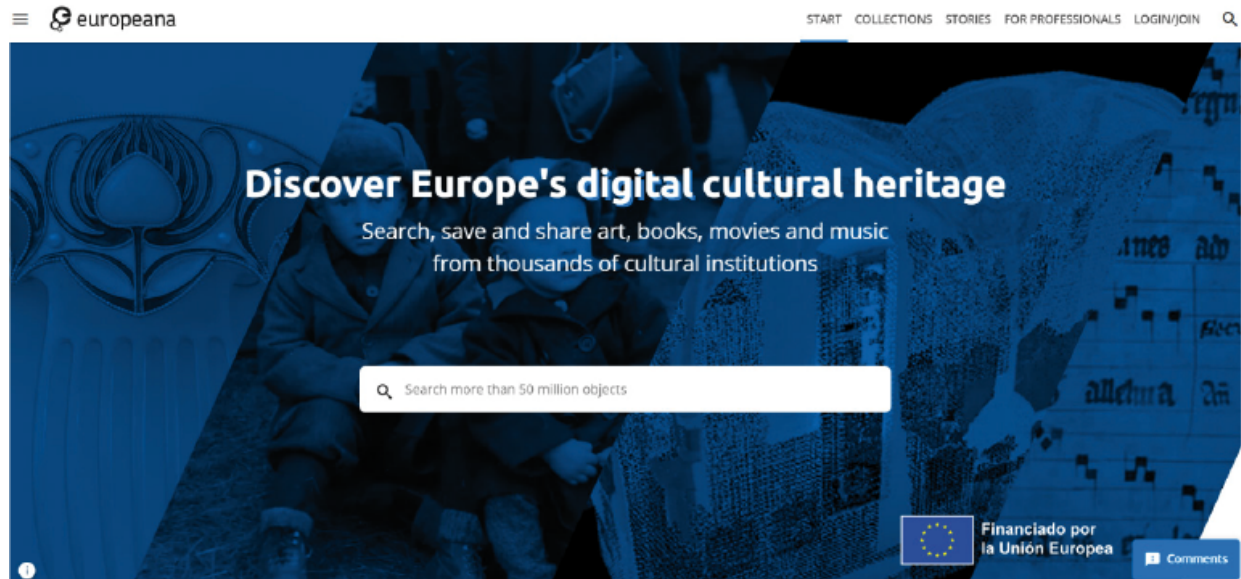


Figure 31. Europeana interface (Image taken from <https://www.europeana.eu/es>).

- **Luminarium**

Luminarium (<https://www.luminarium.org/>) is a pioneering “digital library” specialising in English Studies. It comprises a complete anthology of English Literature from the Middle Ages to the Restoration period, based on a detailed set of links for each author. Apart from full-texts, author bibliographies and essays, you will find a project called Encyclopaedia, created “to provide historical contexts for the people, places, and events featured in Luminarium”.

Luminarium: Anthology of English Literature



Medieval | Renaissance | 17th Century | Restoration

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Medieval



Renaissance



Seventeenth
Century



Eighteenth
Century

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[Nicholas Udall](#)
[John Skelton](#)
[Sir Thomas Wyatt](#)
[Henry Howard](#)
[Hugh Latimer](#)
[Thomas Cranmer](#)
[Roger Ascham](#)
[Sir Thomas Holby](#)
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[Mary Sidney Herbert](#)
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[William Brouncker](#)
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[Mildmay Fane](#)
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[Richard Corbett](#)
[Richard Lovelace](#)
[Abraham Cowley](#)
[John Milton](#)
[Sir Thomas Browne](#)
[Edward Waller](#)
[Andrew Marvell](#)
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[Margaret Cavendish](#)

Restoration & 18th Century Literature

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[John Dryden](#)
[Samuel Pepys](#)
[John Bunyan](#)
[Aphra Behn](#)
[Earl of Rochester](#)
[Anne Finch](#)
[William Congreve](#)
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[Matthew Prior](#)
[Daniel Defoe](#)
[John Gay](#)
[Mary Wortley Montagu](#)
[Jonathan Swift](#)
[Sir Richard Steele](#)
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[James Thomson](#)
[Samuel Johnson](#)
[Thomas Gray](#)
[William Collins](#)
[Christopher Smart](#)
[Oliver Goldsmith](#)
[George Crabbe](#)
[William Cowper](#)
[James Boswell](#)

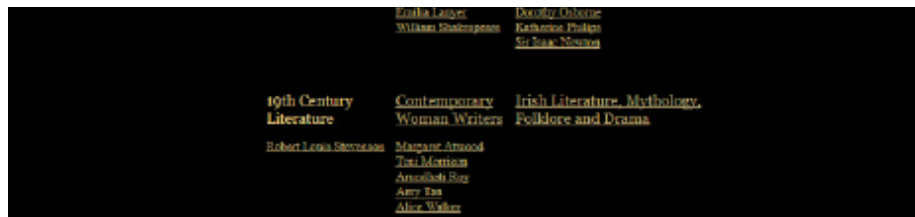


Figure 32. Luminarium interface (Image taken from <https://www.luminarium.org/>)

1.5. SELF-ASSESSMENT

1. To have digital competence implies...

- a) Knowing how to search for information depending on our needs.
- b) Knowing how to evaluate information depending on our needs.
- c) Knowing how to manage information depending on our needs.
- d) All answers above are correct

2. *Consortio Madroño* is...

- a) A subscription agreement which allows UNED students to access various databases.
- b) An e-library available for all the universities in Madrid.
- c) An e-library available for all the public universities in Madrid.
- d) A collection of databases that students can access on a paid subscription service.

3. Google Scholar allows to...

- a) Follow the publications of some authors from your profile.
- b) Know authors' biographies.
- c) Download its content for free.
- d) Access to the entries called "citations" by a simple click.

4. What is ERIC?

- a) It is a collection of full-text works in English.
- b) It is the most important database dealing with Education.

c) It is a database that contains full-text dissertations covering the disciplines of phonetics, phonology, morphology, syntax and semantics.

d) It is a collective catalogue comprised by most Spanish University Libraries.

5. Which of the following is one of the most useful search engines in the academic world?

- a) Dialnet.
- b) Google Scholar.
- c) EBSCO.
- d) E-journals.

1.6. SUMMARY

This unit has addressed the concept of “Information Literacy” as an important skill for the treatment of specialised bibliographic databases and e-journals to obtain information for research. Thanks to technology, we can plan well-documented research by making use of invaluable tools for gathering resources which we can exploit for our own purposes. We have shown the many different digital tools available on the Net to which we can have access and search for more accurate and useful information in databases according to our preferences. We can find multiple bibliographic databases which contain a collection of references to published literature, including journals and newspaper articles, conference proceedings, reports, government and legal publications, patents, books, etc. Among the different databases and bibliographic platforms that we can find on the Net are: i) generic bibliographic databases, such as Dialnet, a key reference for most researchers and professors working at Spanish universities, or JSTOR, to explore high-quality primary sources from around the world; ii) open online resources, including Google Scholar,

which provides an efficient way to search for scholarly literature; iii) e-journals, such as Taylor & Francis; iv) e-books, such as O' Reilly Safari Books Online, comprising a wide variety of interactive tutorials, audiobooks and handbooks and; v) open access libraries, such as Gutenberg Project, containing mostly classic books in English or Luminarium, a pioneering digital library specialising in English Studies. If you have not done it yet, make sure that you complete the suggested activities in the unit and test your own knowledge through the self-assessment. You will find the answers to the questions at the end of the book.

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Unit 2

MANAGING BIBLIOGRAPHICAL REFERENCES WITH SPECIALISED SOFTWARE



Graz University Library Reading Room

(By Dr. M. Gossler. Image taken from <https://tinyurl.com/bp6h6yym>)

2.1. ACTIVATING PRIOR KNOWLEDGE

This unit describes the use of bibliographic management applications, also known as BMAs, to collect, organise and manage bibliographic data. Before you start reading about it in the unit, try to answer these questions:

- When you need to add additional references or cited works to an assignment, how do you do it?

- Do you copy and paste the bibliographical reference from the article/database to your essay or use any other method?
- Have you ever used any ICT tool to save your selected bibliography?
- Do you know about any digital tools that can help you manage your bibliographical references?

2.2. LEARNING OBJECTIVES AND OUTCOMES

This unit focuses on describing the concept of bibliographic management applications and getting to know the most common ones. By the end of this unit, you will be able to:

- define what bibliographical applications are.
- understand how the most popular bibliographic management applications work.
- create your own bibliographic database.
- manage your personal selection of bibliographical references.

2.3. INTRODUCTION

The contents covered in this unit are related to the competence area entitled “Information and data literacy”, and more specifically competence 1.3. Managing data, information and digital content (Carretero, Vuorikari & Punie, 2017). This competence is crucial to be able to easily locate previously saved information. This contrasts with Unit 4 later in the book, which focuses on how to manage data retrieved from research processes. This unit is only an introduction, it provides a general overview of bibliographic references and the software that can be used to get them organised.

In this Digital Age, countless publications are written every day about any conceivable topic. Being up to date is becoming more and

more difficult, and at times we may feel overwhelmed. So some years ago, new tools began to appear to help **collect and manage bibliographic references**. The first applications were designed to be used by trained personnel from libraries and documentation services, but these days the new versions are being optimised to be used by the general public on different platforms and devices. Some of them even offer the possibility of working in a group, in order to share and create bibliographic databases collaboratively.

2.4. CONTENTS

2.4.1. THE CONCEPT OF BIBLIOGRAPHIC MANAGEMENT APPLICATIONS (BMA)

Also known as Reference Managing Software (RMS), these are tools that enable the **creation, organisation and management of bibliographic references** so that they can be easily retrieved in later searches. Additionally, they help us to create **lists of bibliographic references** in different formats.

2.4.2. MAIN ELEMENTS OF A BMA

Although some of the functions mentioned here will be hard to understand without knowing how to use the particular applications, it is useful to have a general idea of the available options. As you can see in the diagram below, each of the elements shown corresponds to the basic aims of a BMA: adding new data or references, managing new data, and generating bibliography.

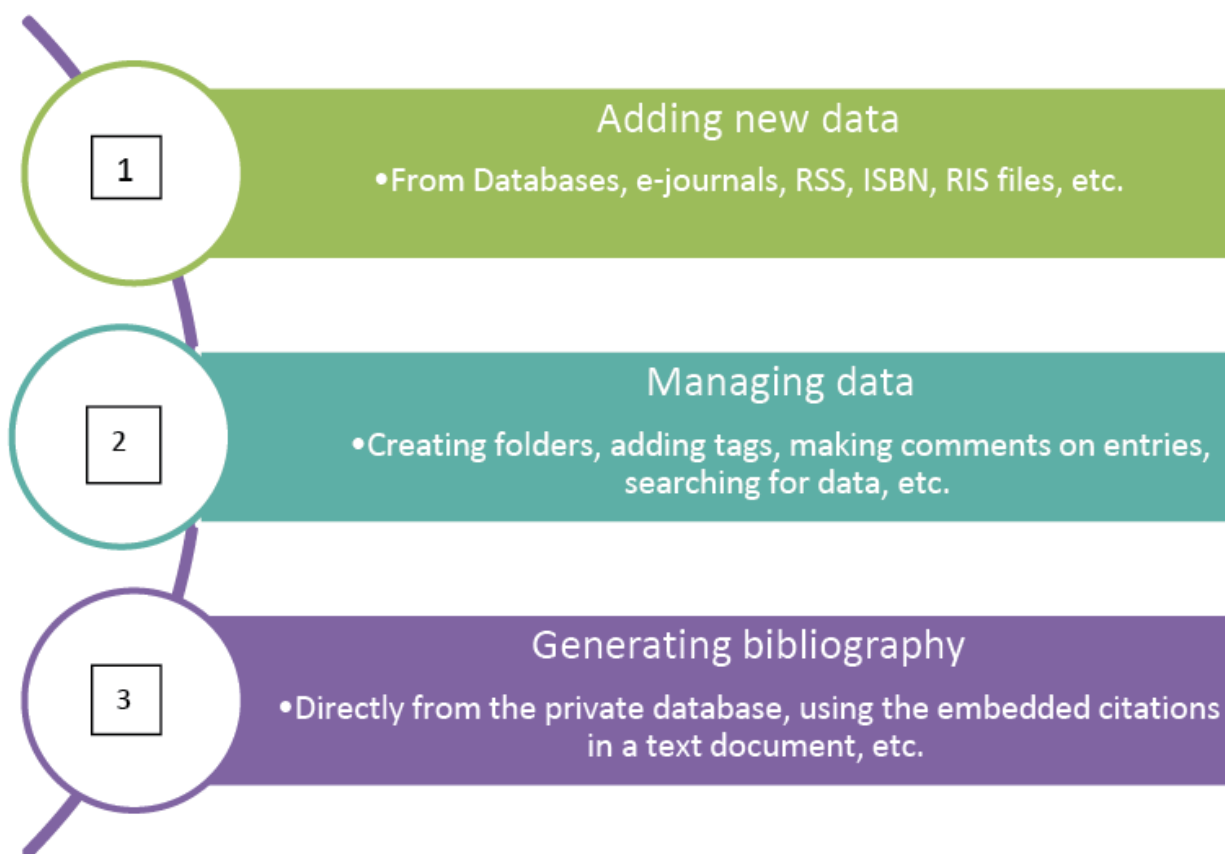


Figure 1. Main elements of a BMA.

2.4.2.1. Adding new references to your BMA

Once we start using a BMA (to be explained in detail in the following sections), we will be able to import new references in four different ways:

- 1) **Manually**, by individually typing out all the fields of the bibliographic reference.
- 2) **Directly**, by transferring the citation reference to your BMA from the source with a single click. This can be done through a **complement or extension**, downloaded and installed in your browser.
- 3) **Indirectly**, saving the citation information in a file before being imported, using formats such as TXT, XML, RIS format or BibTeX etc. Each tool works better with some of these extensions or even has its

own format. Make sure you have this information before importing references to your BMA. These extensions can also be used to migrate references from one tool to another.

4) **Other methods:** directly accessing external library catalogues, RSS, etc. (e.g., RefWorks) from your BMA, or extracting bibliographical information from a PDF file.

2.4.2.2. Managing data

The references that you add to your BMA can be easily classified by adding **tags** (keywords), putting them into **folders**, or even adding notes and commentaries to the new entry or body of the article (e.g., Mendeley). You can also set up your application to save your references in a specific standard by default (e.g., MLA, APA, Chicago, etc.). Being organised from the beginning is vital if we want to get the best out of these applications, and not only our own sake, but also if we want to share our references.

2.4.2.3. Generating bibliographic references automatically

One of most useful functions of these applications is the possibility to **create bibliographies** in a **different style** with a single mouse click. These tools normally already include a list of the most common citation systems, which are automatically updated when a new version appears. Additionally, you can adapt those already included to other purposes, adding your own styles to follow a special guideline required by a journal if necessary. Once the list has been generated, a final revision by the author is recommended.

- **Generating bibliographic references directly from the application**

If the application allows it, this method is the easiest way to obtain a quick list from a single folder rather than selecting the citations that you need one by one. As mentioned before, they use the provided standards by default, while some of them allow us to add our own or

even modify some of their elements. We will learn how to do this with RefWorks later in this unit.

- **Generating bibliographic references using a Word Processor**

Although the later versions of word processors like Microsoft Word include this function by default, some BMAs offer the possibility to download and add a macro to your word processor, so that you can access your references whenever you need to. This way, you will be able to insert citations while drafting your document. This is particularly useful when you can fully concentrate on your work without being distracted by formatting issues. You need to open the “References” section to see these options:

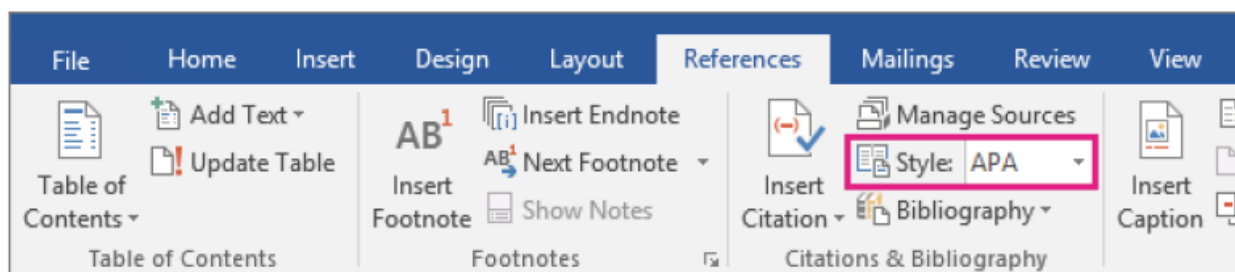


Figure 2. Citations in Microsoft Word.

Once you have finished drafting your document, you can obtain the complete list of cited references in alphabetical order, with just one click. Each macro works differently, so you will have to practise and learn how to use them. We will learn how to do this later.

2.4.3. BMA TYPOLOGY

Now that we have a clearer idea of the potential of these tools, we will concentrate on two of them specifically. Initially, some authors divided these applications into three types: classic, web-based and social networks; but they were later reduced to two modalities: **open-source** and **commercial software**. Nowadays, most of them have a web-based version and allow references to be shared easily. We will

focus first on the commercial ones, because these are the pioneers, before moving on to the open-source BMAs, which are more varied and accessible.

2.4.3.1. Commercial BMAs

Nowadays, there are several BMAs: EndNote (one of the pioneers), RefWorks, and Mendeley. We are going to focus on the latter two.

- **EndNote (mixed)**

Endnote (<https://endnote.com/>) is now **one of the leading BMAs**. It is a bibliographic management application that allows users to create, organize, and manage their references and citations. It is commonly used by researchers, students, and academic professionals to keep track of their sources and generate accurate and consistent citations in their papers and publications. With EndNote, users can **import references from online databases and library catalogues**, as well as manually enter and edit citation information. The software offers various citation styles, such as APA, MLA, and Chicago, that can be customized to fit specific requirements. It also provides tools for creating bibliographies and footnotes, as well as for adding annotations and notes to individual references.

One of the main advantages of using EndNote is that it can save time and effort by automatically formatting references and citations according to the selected citation style. Users can also share their reference libraries with others, collaborate on research projects, and search for full-text articles within the application. EndNote is available as a desktop application for Windows and macOS, as well as a web-based version that can be accessed from any device with internet access. It is widely used in academic and research settings, as well as in other industries that require accurate and efficient reference management.

- **RefWorks**

Along with EndNote, RefWorks (<https://refworks.proquest.com/>) one of the **most widely used** BMAs by researchers and academics, and the number of users has increased rapidly since its creation in 2001. One of the main differences between EndNote and RefWorks is that the former has a desktop application and a **web-based version**, whereas RefWorks is solely a **web-based application**. This is not a disadvantage, though, since it means that users do not need to install any software on their device, and it can be accessed through a web browser on any computer or device with an internet connection. Another advantage of RefWorks is that it permits the **simultaneous direct exportation** of references from several databases and online resources.

The image below shows the key elements of RefWorks as seen in “normal view”. You can change this view “table view”, “full view” or “citation view” to check that there are no missing fields or typos.

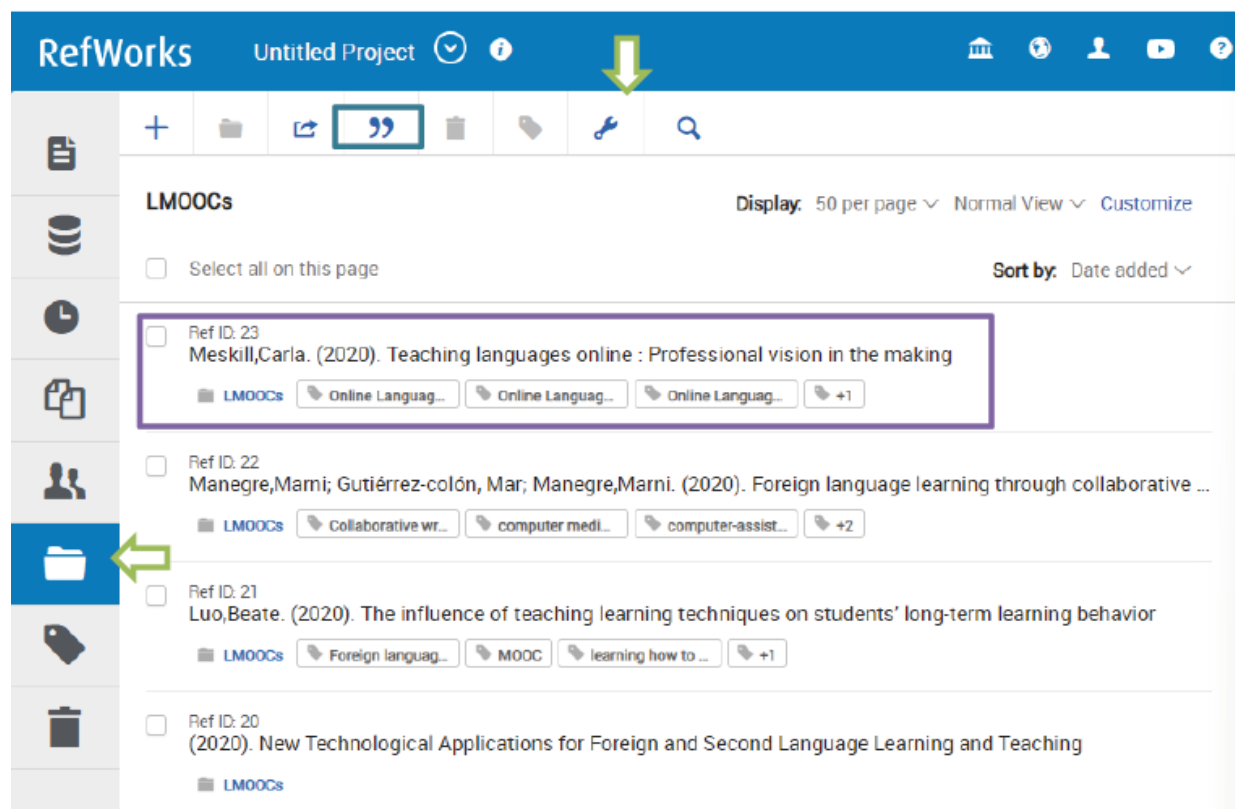


Figure 3. RefWorks key elements (Image taken from <https://refworks.proquest.com/login/>)

The main features are References and Folders:

1. References. Pay attention to the name of the author, the title and source. If the name of the author is all written in capital letters, you must change it. You can do so by clicking on the entry, which will then be highlighted in blue and will show on the right-hand side all the fields that need to be completed or modified. Each reference can appear in two folders at the same time. Observe how each reference has a unique number (**ID**). Make sure you do not use the same title with two a different IDs; this will mean that you have duplicated references in your database. Most BMAs can detect these references automatically so that you do not have repeated entries. You can also add **tags** (keywords) to the references, making it easier to locate them later. Some of these are already included when the reference is imported.

2. Folders. These are located on the left-hand side of the entries. The number in brackets shows how many references are contained in each folder. If you click on the three dots to the right of the folder, you will be able to edit it, share it or add sub-folders. One of the core features of RefWorks (not included in others) is that you can create a bibliography out of a folder with a single click. You can also copy and paste isolated references to any document, already in the format required.

RefWorks offers the possibility of **installing an extension** to grab web references, or to insert in-text citations in your Microsoft Word document while writing. You will need to install a Microsoft Word extension. This is how it looks, once installed in your word processor.

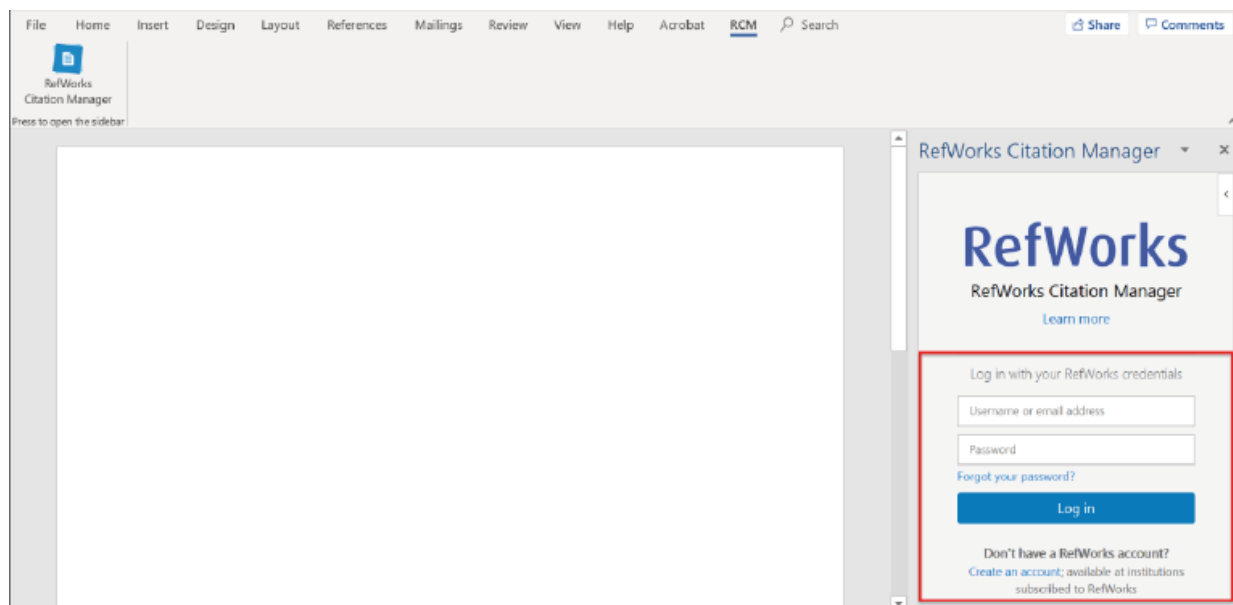


Figure 4. RefWorks Citation Manager -Not logged in.
(Image taken from <https://tinyurl.com/t5hm6jwd>).

NOTE: Due to a Microsoft limitation, when using a desktop version of Word (not Word Online), the tab appears only when using Word version 16.0.6769.0000 or later. If the tab does not appear, RCM can still be accessed from the My Add-ons menu.

Depending on your operating system and version of Microsoft Word, and even if you are using Google Docs, RefWorks offers a writing tool add-on that matches your system, either Write-n-Cite (WnC) or RefWorks Citation Manager (RCM). You can find all the details in this weblink <https://tinyurl.com/39a6feen>.

One of the strongest points of RefWorks is that we can long lists of references from databases such as Dialnet. All you have to do is to select all the references you need and send them to your RefWorks account with the direct export option as provided by the site. The image shows how to select items. Once this is done, you will need to click on the pin to move on to the next step.

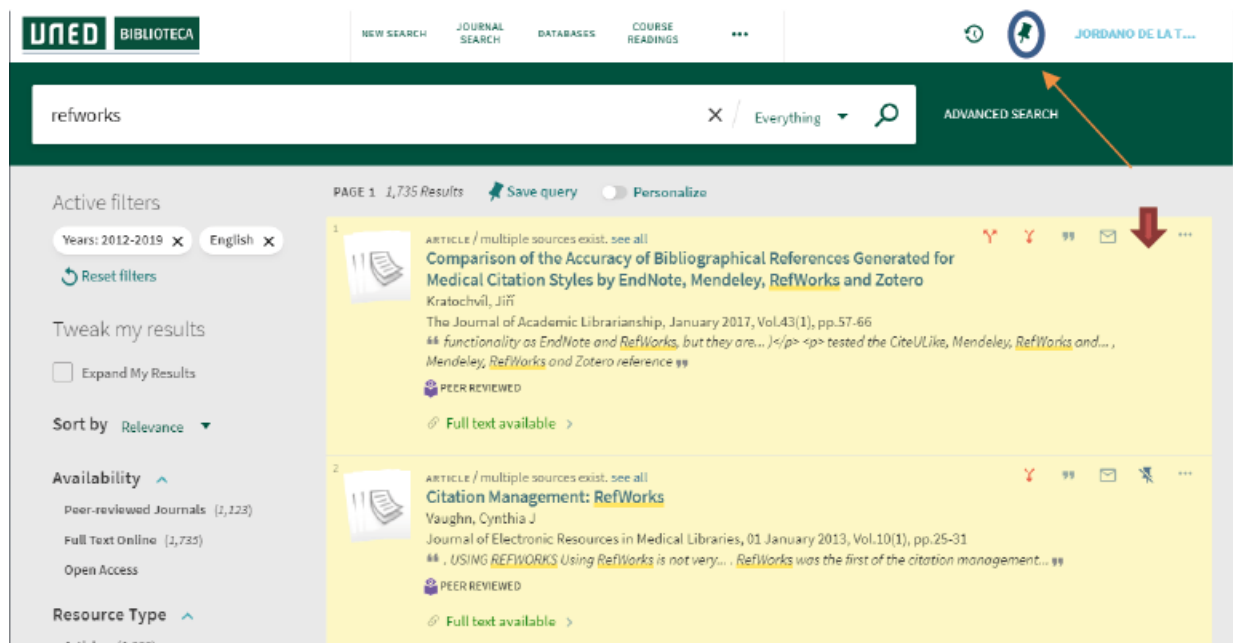


Figure 5. Direct export to RefWorks
(Image taken from <https://www.uned.es/universidad/biblioteca.html>).

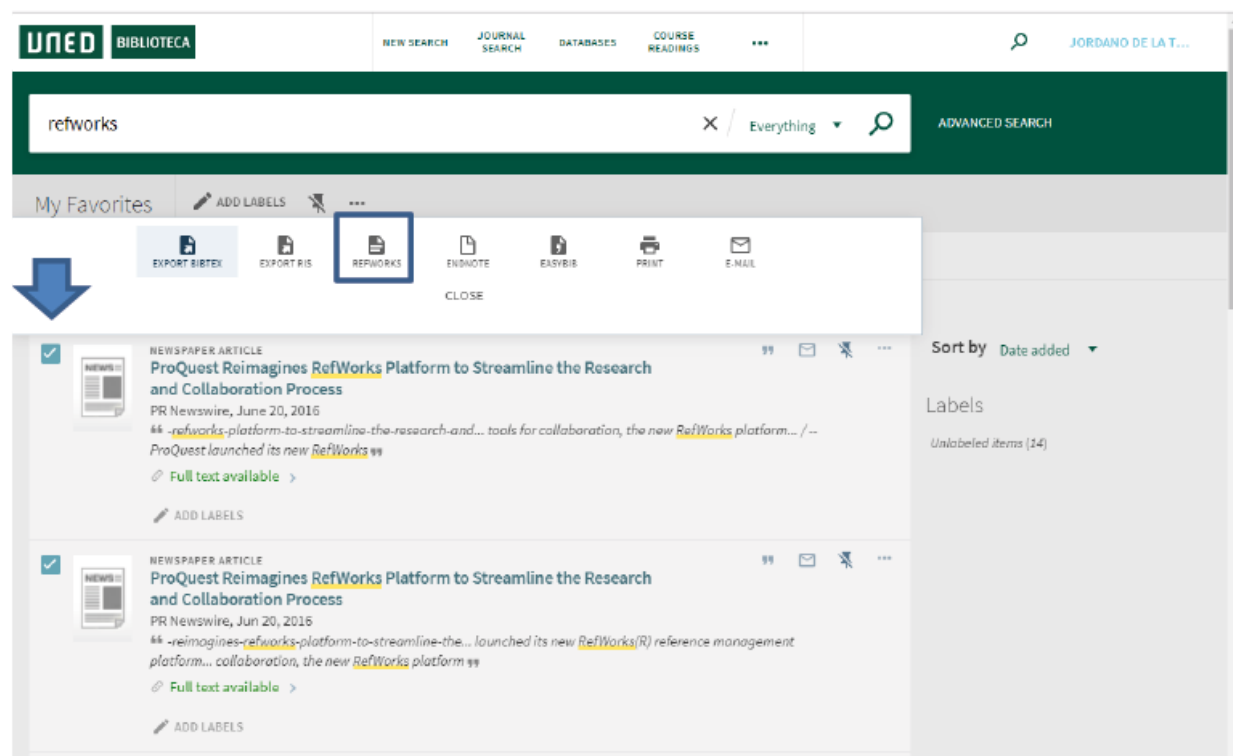


Figure 6. RefWorks site in UNED library
(Image taken from <https://www.uned.es/universidad/biblioteca.html>).

You only need to follow the steps given on the screen:

Continue exporting to **RefWorks** ?

Yes, export to the newest version of RefWorks



 **RefWorks**

No, export to the legacy version of RefWorks

Once there, they will be saved in the most recent imported folder, so later you will have to move them to your desired folder.

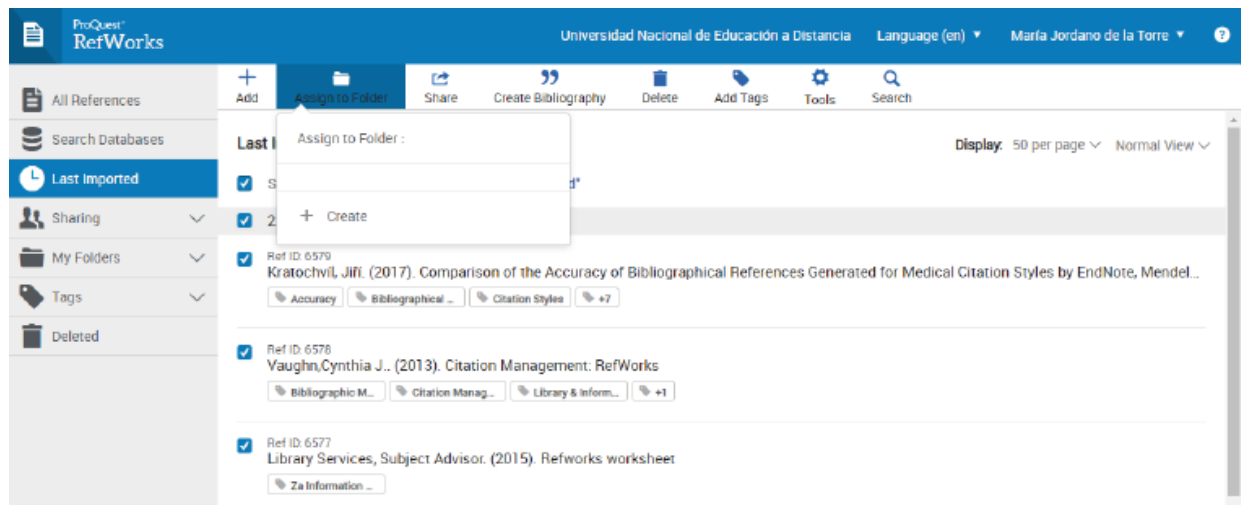


Figure 7. “Assign to folder” tool in RefWorks.

If you wish to find out more about RefWorks, you can watch these video-tutorials:

- [How to organise your references in folders](#)
- [Writing with RefWorks](#)



TIME TO PRACTICE!

Activity 2.1. Managing your RefWorks database

Open an account with RefWorks
<https://refworks.proquest.com/library/all/>.

Create two or three folders for some of your topics of interest.

Add some references to the folders created, either by using the UNED catalogue or by using Dialnet's direct exportation function. Remember that you need to be registered with [Dialnet](#) to be able to export references to your RefWorks folders.

If you need more help, you will find an extensive list of video-tutorials in the RefWorks [YouTube channel](#).

- **Mendeley (mixed)**

According to its website, “Mendeley is a **free reference manager** that can help you store, organize, note, share and cite references and research data”. It can generate bibliographies automatically, it allows you to collaborate with other researchers online, you can easily import papers from other research software, find relevant papers based on what you are reading and access your papers from anywhere online (<https://www.elsevier.com/solutions/mendeley>). However, we have labelled it as “mixed” because it offers some premium features for a fee, so it cannot be considered completely open-source.

If RefWorks is one of the best BMAs for simultaneously exporting references and converting them into lists of references with a single mouse click, one of the strongest points of Mendeley is its potential for collaboration and the possibilities it offers for **commenting on the body of the article** (PDF version). It is flexible, accessible from different platforms and devices, and has a clean, user-friendly interface.

These are some of the main features of Mendeley:

Web Importer

Thanks to this browser extension you can incorporate different types of resource (books, websites, reports, articles, etc.) into your database. Note that you can add the selected resource directly into a specific group/s and folder/s (Figure 8). Before saving your record, you can edit the fields of the captured reference or even add more specific data to the information (Figure 9).

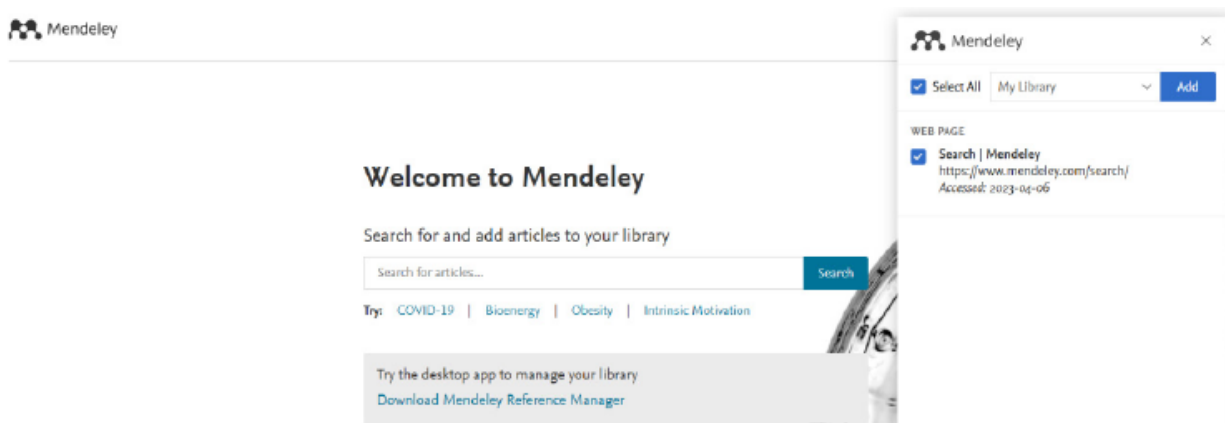


Figure 8. Mendeley web importer interface
(Image taken from <https://www.mendeley.com/search/>).

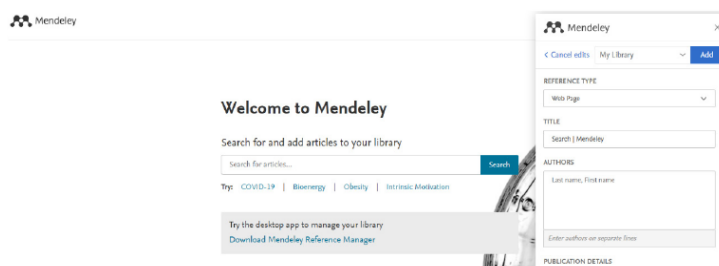


Figure 9. Mendeley metadata information (Image taken from <https://www.mendeley.com/search/>)

You can download this extension from the web and add it to the various browsers:

https://www.mendeley.com/reference-management/web-importer#id_1

Adding references

Although this can be done from the web-based site, using the desktop version ([Mendeley Reference Manager](#)) is easier. Do not forget to synchronise your database when you finish, so as to see your changes in the Web Importer. All your insertions can be made either to your library - only you can find your references - or to a particular group /folder.

Apart from adding references **manually** (1), there are other methods to incorporate new references into your database, most of them share by other BMAs:

— **Indirectly** (2), by importing files in different bibliographic formats. These are the most common bibliographic formats used nowadays, as mentioned in at RefWorks help:

Bibliographic Software (EndNote, Reference Manager, ProCite: saves the database in a tagged format that can be imported into another bibliographic management program. This format is sometimes called the RIS Format or Reference Manager Format, and it can be imported into Reference Manager, ProCite, EndNote, or any other program that supports the RIS Format.

BibTeX – Ref ID: saves the database in the file format for use with the LaTeX document preparation system.

Citation List: creates a list to use when writing your paper offline. The format includes the RefID, Authors Primary, Title Primary, and Publication Year only.

RefWorks Tagged Format: saves the database in a format similar to that of the bibliographic management software. This is a tagged format. The data layout, however, is patterned after the RefWorks database as opposed to tags that match with other bibliographic programs. Use this format for backup purposes and for sharing data with other RefWorks users.

RefWorks XML Format: saves the data in an XML version of the RefWorks Tagged Format.

Tab Delimited: saves all your data organized into fields, each separated by a tab. It may then be loaded into other programs that are designed to read this type of format.

Thanks to the indirect export, we can import several references simultaneously and automatically.

— Adding file/s. In **PDF format (3)**. Apart from using the options below, you can also click and drag the files from the folder on your PC.

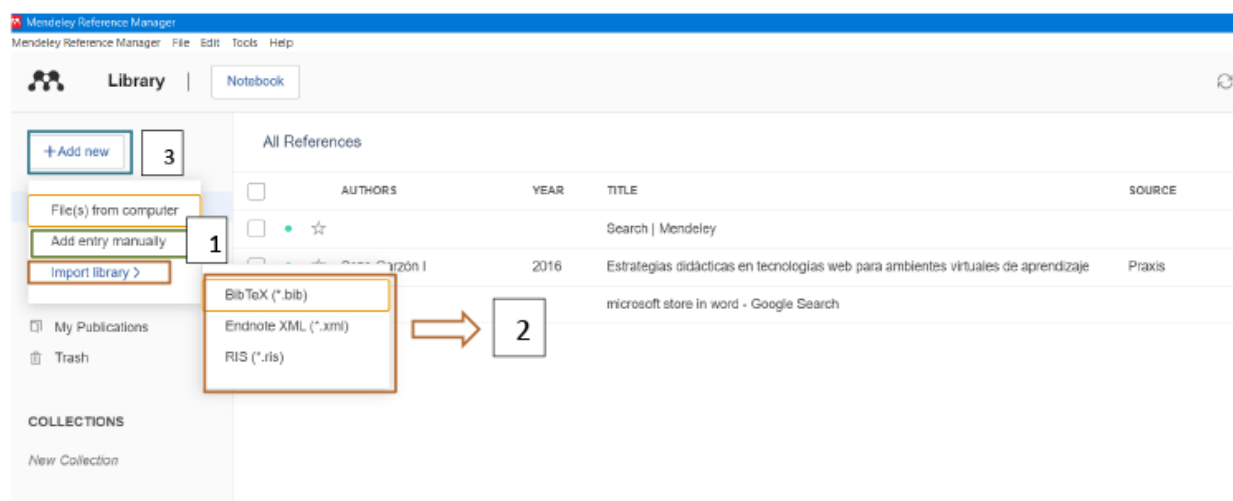


Figure 10. Adding files in Mendeley Reference Manager Desktop.

— **The direct method**, by using the Web Importer, as described before. You will often find this option in journals such as Cambridge Journals or Science Direct, just as you can find the RefWorks icon for direct export.

— Adding in-cites and generating bibliographies

Although there is no way to create bibliographies from the folders contained in your Mendeley database, other options do exist which can help make it easier to do so:

— In the case of single references, copying and pasting by using the right button on your mouse to select “Formatted Citation”:

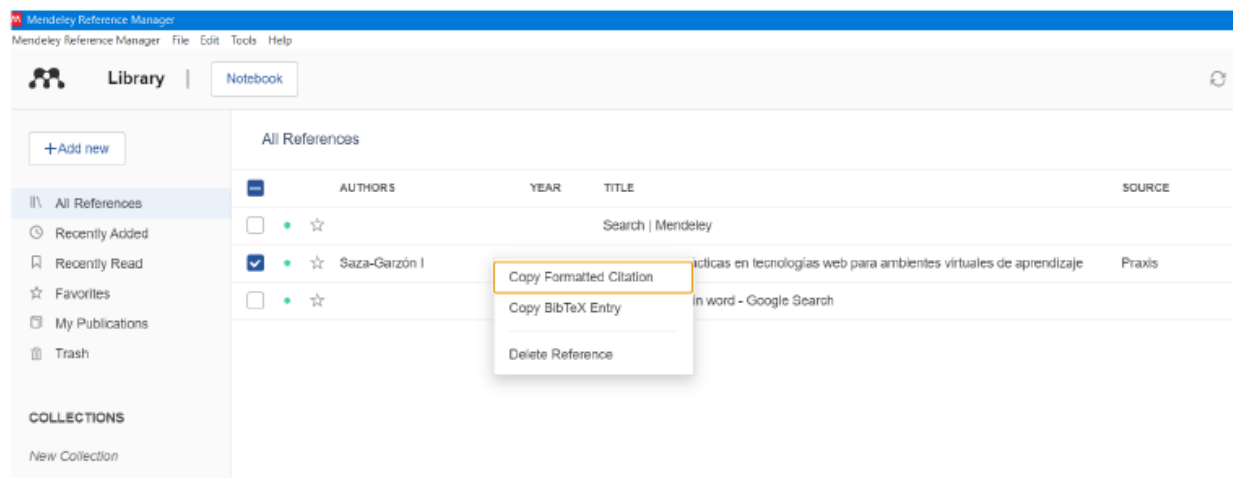


Figure 11. Formatted citation in Mendeley Reference Manager Desktop.

Once you do that, you will find the reference in you desired output (APA in this case) by pressing Ctrl+V:

MacMillan, D. (2012). Mendeley: teaching scholarly communication and collaboration through social networking. *Library Management*, 33, 561-569. doi: 10.1108/01435121211279902

— If you need to write a whole article, essay or work, using the Microsoft Word macro would be the easiest option. To do this, we click on “References”, bringing up a list of buttons. Once there, you can insert citations whenever you need (1), then generating the list of cited references once you have finished with your text (2) as explained in this video <https://www.youtube.com/watch?v=ATkcC9609bQ>. We will return to this point in Unit 5, when we focus on academic styles and formatting papers.

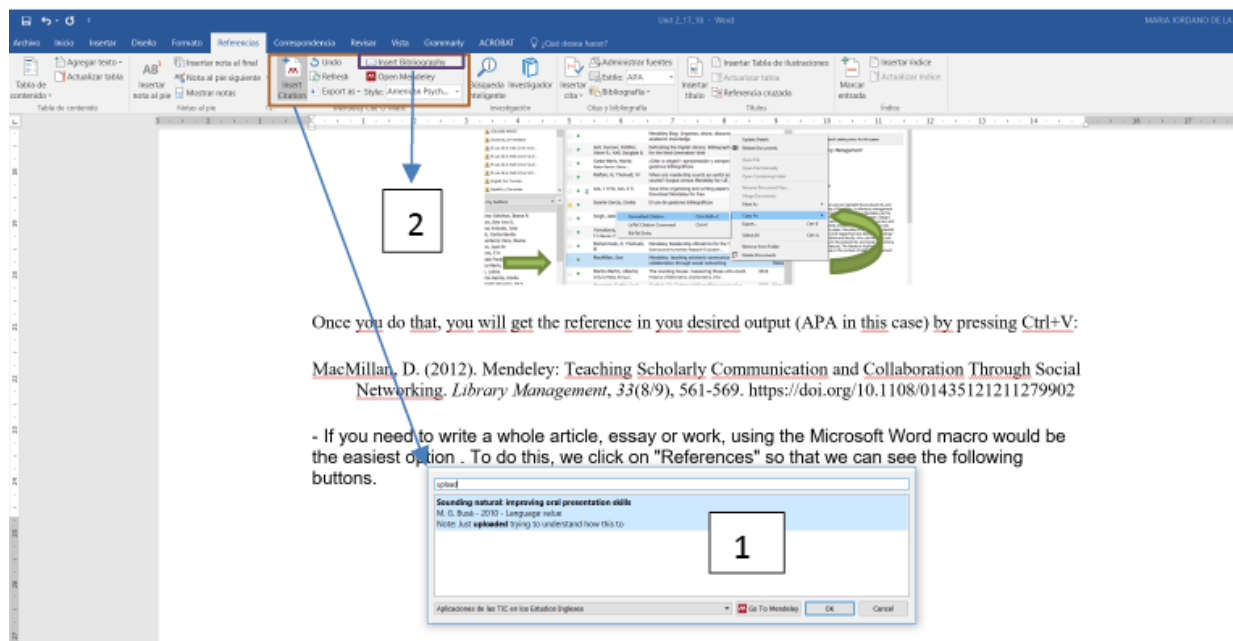


Figure 12. Insert bibliography in Microsoft word macro.

This method facilitates your collaborative work in the sense that you can use group bibliographies to help write an essay without too much effort.

Migrating bibliographic references from RefWorks to Mendeley

One of the advantages of BMAs is the chance to migrate references from one tool to another. To do this, we need to export the saved references to one of the provided formats, then importing it later by using the desired BMA.

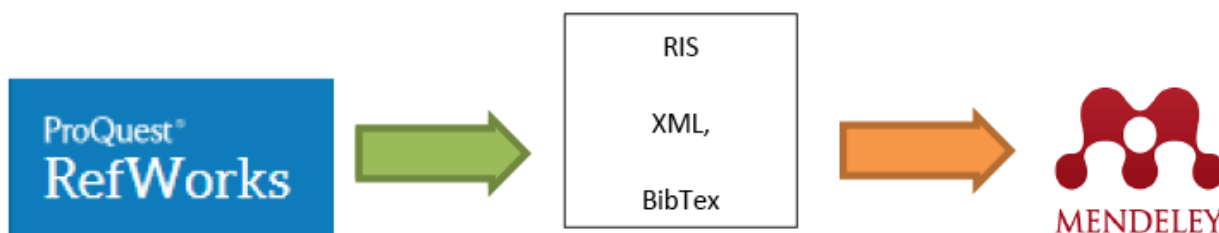


Figure 13. Migration bibliographic references from RefWorks to Mendeley (1).

Choose one of your RefWorks folders and export it to a bibliographic format (RIS is the best option). Then save it to your

computer and retrieve it later from Mendeley.

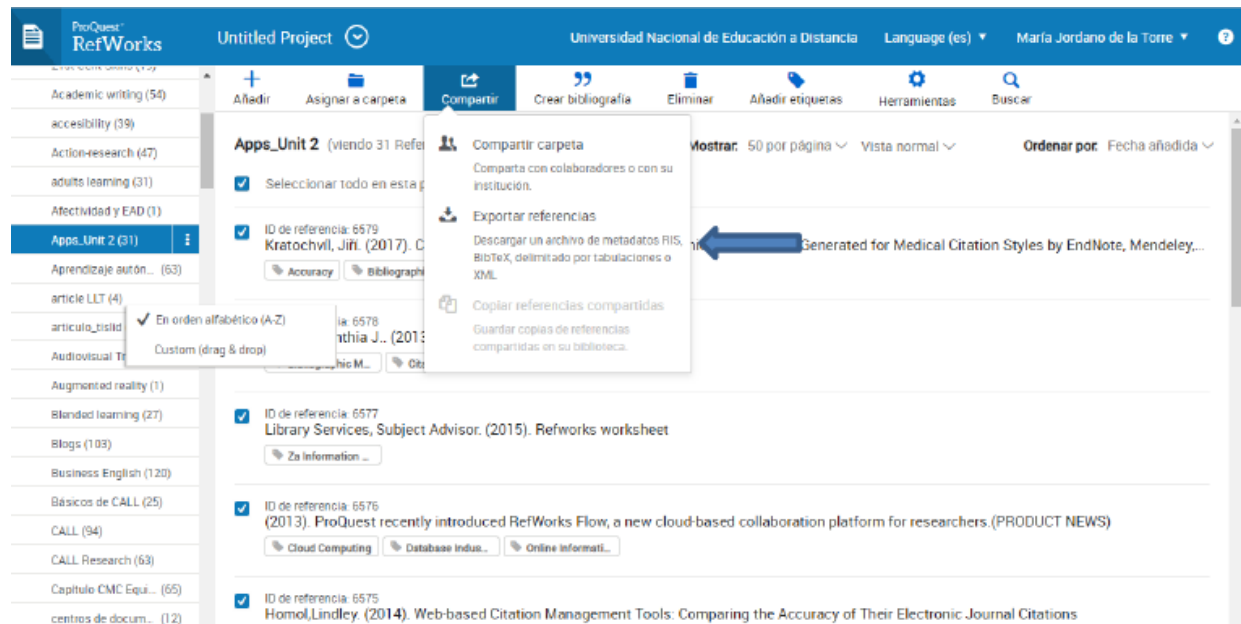


Figure 14. Migration bibliographic references from RefWorks to Mendeley (2).

Once you have located the folder into which you would like to import the references from RefWorks, or after you have created a new one, open the desktop application, go to Add Files and choose the RIS file you wish to import.

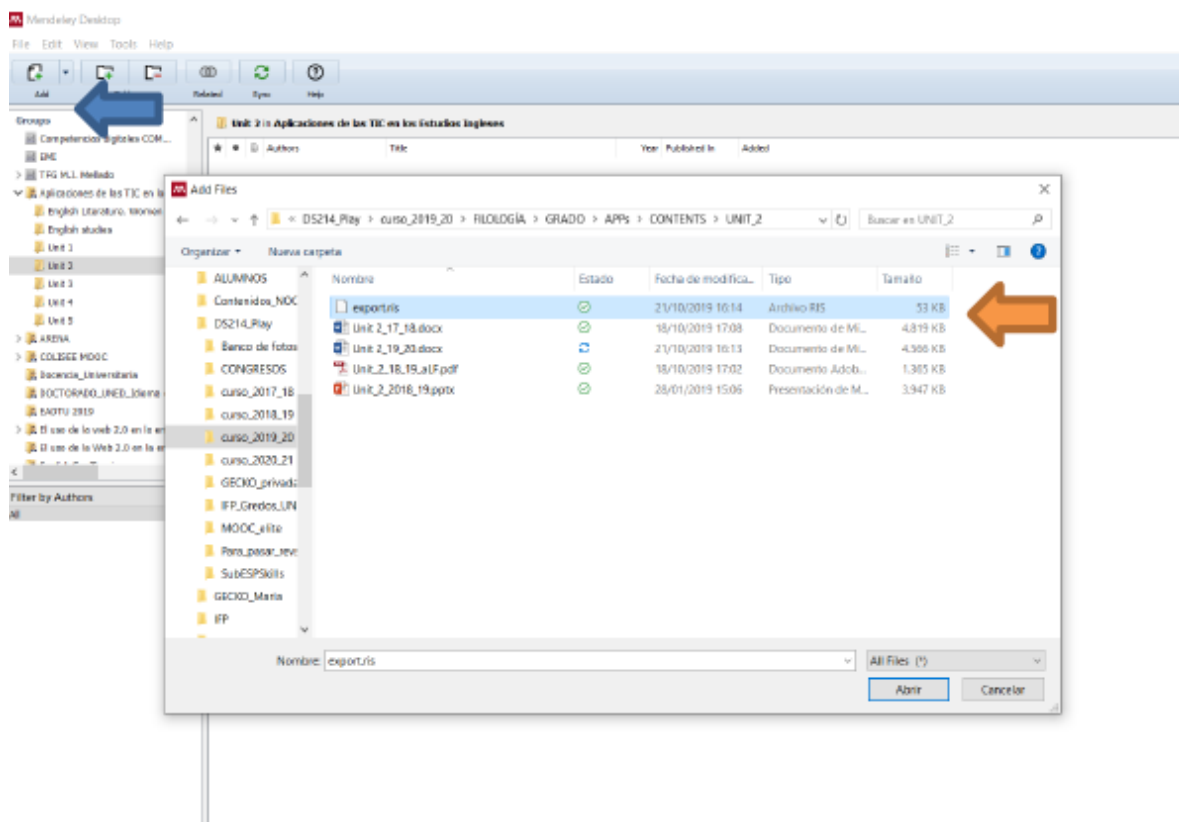


Figure 15. Migration bibliographic references from RefWorks to Mendeley (3).

After this, note how all the references from your RefWorks folder are now also in your Mendeley folder. It is now time to make your changes, attaching PDFs for comment, etc. Similar processes must be followed if you need to migrate your references from other MBAs, creating security backups, etc.

Now that you have an idea of how to work with both programs, choosing one or another is up to you. If you want to annotate them or share them within the same group, if you use Mendeley; you can also work with RefWorks to manage large numbers of references and migrate a specialised selection to Mendeley.

TIME TO PRACTICE!

Activity 2.2. Managing your references with Mendeley

1. Register at Mendeley.
2. Download Mendeley Reference Manager for Desktop: <https://www.mendeley.com/download-desktop/>
3. Create a folder at “My Library” called End of degree dissertation (or whichever name you prefer).
4. Open a new tag with your RefWorks account, create another folder named End of degree dissertation, and collect different references from the library related to a topic that you would like to cover in your End of degree dissertation.
5. Export the references to RIS format and import them from the Mendeley desktop version.
6. Add references, either by using the Web Importer or by adding a PDF and making notes on the PDF document.

2.4.3.2. Open-source BMAs

- **Zotero**

Zotero is **one of the most widely used open-source applications** for the management of bibliographic references. Developed by George Mason University in 2006, it is available as a free download for Windows, Mac, and Linux operating systems, and also as a web-based application. It allows users to import citations and full-text articles from online databases, library catalogues and websites, and to **create and organise collections of sources, add notes and tags to sources, and create bibliographies in a variety of citation styles**. Besides, it has a built-in PDF reader with which you can annotate and highlight documents. Like Mendeley, Zotero is designed for collaborative work, and its browser extension is key to when retrieving data from the web. It has quite an active community which you can access here: <https://forums.zotero.org/discussions>

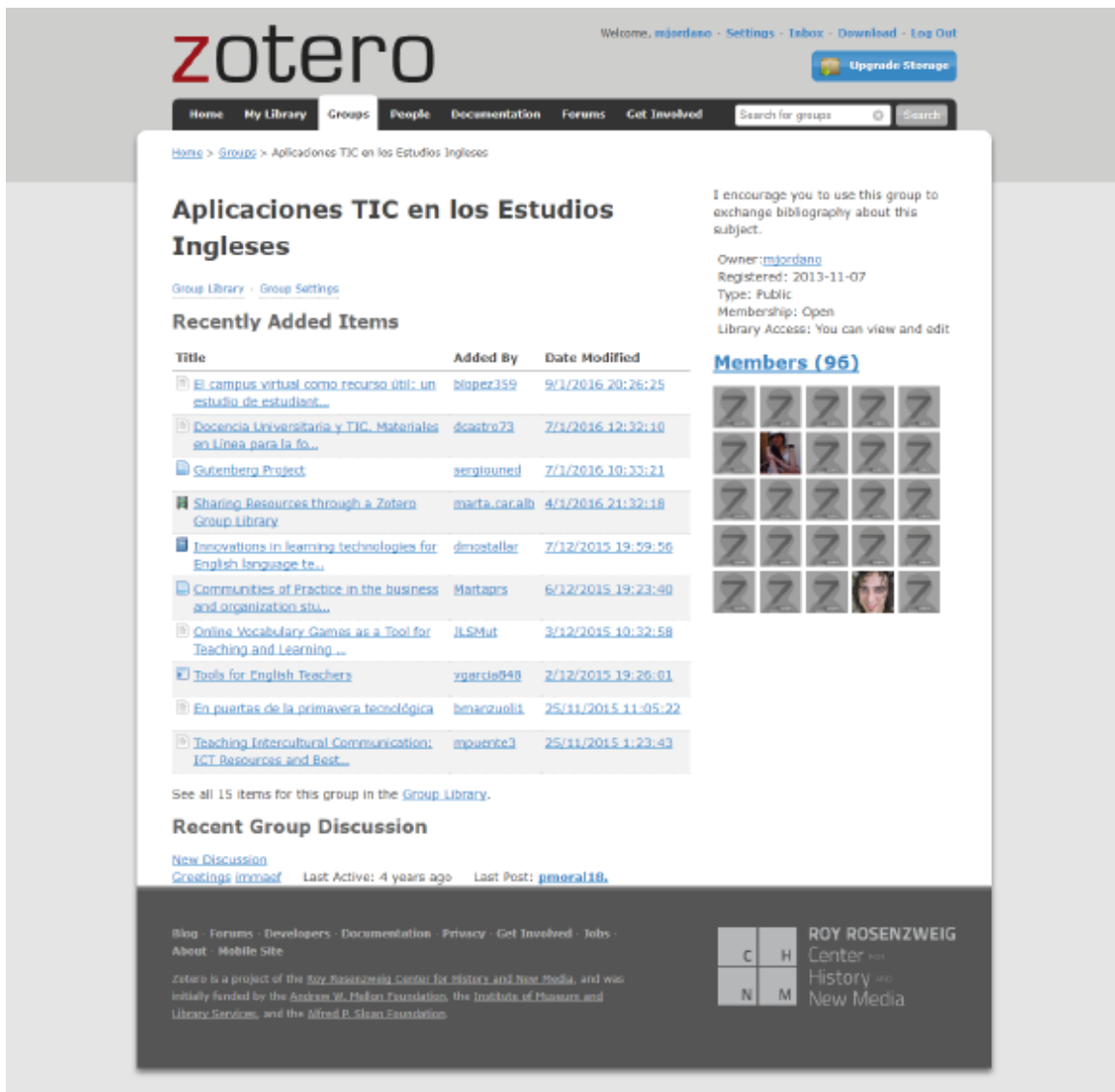


Figure 16. Zotero interface (Image taken from <https://www.zotero.org/>).

2.5. SELF-ASSESSMENT

1. Which of these is a characteristic of a BMA?

- a) Generating bibliography.
- b) Creating new data.
- c) Sharing collaborative researchs.
- d) Digitalisation of academic texts.

2. You can annotate PDFs with...

- a) RefWorks.
- b) Mendeley.
- c) Dialnet.
- d) MLA.

3. What is one of the advantages of BMAs?

- a) The possibility to migrate references from one tool to another.
- b) The possibility to export references in PDF Format.
- c) The possibility to save references simultaneously.
- d) None of the above is correct.

4. Which of the following is an advantage of RefWorks?

- a) It allows the user to incorporate different types of resources to your database.
- b) It allows the user to classify and look for new references.
- c) It permits the direct exportation of several references at the same time from several databases and online resources.
- d) It compares the functions included in different BMAs.

5. Which is the strongest point of Mendeley?

- a) The possibility to comment on the body of the article in PDF version.
- b) The possibility to incorporate lists of references with a mouse click.
- c) The possibility to obtain screenshots from websites and add them to the citation.
- d) It allows the user to export long lists of references from databases at the same time.

2.6. SUMMARY

In this unit we have focused on how to get bibliographic references organized by means of software. More precisely, we have studied the main elements of “Bibliographic Management Applications” (BMA), which are a series of tools that are used to create, organise and manage bibliographic references. In this way, we can use BMAs to add new data of references to our research from different databases, to manage data by creating folders or adding tags/commentaries and to generate a bibliography directly from our private database. Through this unit, we have also seen the main elements of a BMA, its types and looked more in-depth at the most popular ones, such as commercial BMAs and open-source BMAs. Within the former group, we can find RefWorks, a web-based application which permits the simultaneous direct exportation of references from several databases and online resources, or Mendeley, which also allows you to collaborate with other researchers online and create a list of references with a single mouse click. Within the latter group, we can find Zotero, which also helps us create and organise collections of sources, adding notes and tags to sources. All of them are very effective and, although you will need time to get to know them and choose the best option for you, you will find that they help you get the most from your academic work.

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Unit 3

STUDYING AND RESEARCHING COLLABORATIVELY WITH TECHNOLOGY

 03_Figuras_UNIT_3

(By GDJ. Image taken from <https://tinyurl.com/4ryznwwx>)

3.1. ACTIVATING PRIOR KNOWLEDGE

In this unit we will look at Communities of Practice and the different ICT tools that can be used to foster the sharing of knowledge, experiences and best practices. Before starting with the contents of the unit as such, try to answer the following questions:

- Do you know what a Community of Practice is?
- Have you ever been part of one of them?
- Do you think it is essential to belong to one of them in order to study a specific topic?
- Have you ever had any bad experience with any of them?

3.2. LEARNING OBJECTIVES AND OUTCOMES

This unit showcases online communities which can help you in your academic and future professional development. By the end of this unit, you will be able to:

- describe what communities of practice are.
- provide examples of communities of practice related to English Studies.
- use social networks with a professional and academic purpose.

3.3. INTRODUCTION

We have explored in the previous unit how bibliographic management applications (BMAs) can help us make the process of gathering and updating our list of references an easier task. However, we are not alone. Being able to work collaboratively is an extremely important competence nowadays if we want to improve our work. We have already seen some referencing tools that can be used collaboratively, but in this unit we will go even further.

Communication is an essential element of our everyday life. Most of the contents of this unit correspond to the descriptors included in the DigComp 2.1 competence 2.4. Collaborating through digital technologies, which implies “To use digital tools and technologies for collaborative processes, and for co-construction and co-creation of resources and knowledge” (Ferrari, 2013).

Below are the different proficiency levels that you can achieve in this competence, according to Vuorikari et al. (2022, p. 21):

 03_Figuras_UNIT_31

Figure 1. Proficiency levels in Competence 2.4. Collaborating through digital technologies (Vuokari et al., 2022).

We will begin by revising the concept of Community of Practice (CoP) and some of its direct applications.

3.4. CONTENTS

3.4.1. Communities of Practice (CoPs) and professional forums

According to Wenger (1998), one of the pioneers in the study of the Communities of Practice, these are described as groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly. Three main elements are inherent to any CoP:

— The domain: A community of practice is not merely a club of friends or a network of connections among people. It has an identity defined by a shared domain of interest.

— The community: In pursuing their interest in their domain, members are engaged in everyday activities and discussions, help each other and share information. They build relationships that enable them to learn from each other.

— The practice: A community of practice is not merely a community of interest--people who like certain kinds of movies, for instance. Members of a community of practice are practitioners. They develop a shared repertoire of resources: experiences, stories, tools, and ways of addressing recurring problems — in short, a shared practice.

Communities of Practice are not new at all, and they are not exclusively related to learning contexts. They have existed for ages with the added value of having become virtual in the last two decades. They began by using Bulletin Board System (BBS), consisting in sending messages to an online board to ask questions to other members of the community, share opinions about a particular topic, etc. The first communities were started by people suffering any illness that made contact to try to obtain relief to their pains. As time went by, these boards became distribution lists, and later became more sophisticated forums with tools to upload files, images, deliver polls, etc., for example, Yahoo Groups. However, they seem to be going out of fashion.

Before exploring some tools to create your own communities, learning about some of them related to the field of English Studies could be interesting for you. For this reason, we will begin by describing some of the most relevant

ones focused on language teachers and researchers, and then some others devoted to language learners.

3.4.1.1. CoPs for language teachers and researchers

The Internet has meant a giant step for those who teach and/or research using technology. Some of these CoPs began with a simple distribution list and have been transformed into Social Networks with different dedicated elements. They experience pitch and down periods depending on the issues covered, but the important thing is that their members have a meeting point whenever they need to share an enquiry, ask any doubt or to find out information in order to start with some incipient research. As stated before, some of these communities are in fact professional associations with a presence in different social networks, which are used to publicise their publications, events, communications, etc.

- Webheads

For many years, it has been one of the most active CoPs, integrated by more than 1000 language teachers from all over the world, who search for new ways of teaching through technology. They built their first CoP with a Yahoo Group and then migrated to an alternative site <https://groups.io/g/webheadsinaction>. They have a long tradition of organising open virtual courses online for language teachers on the most relevant and innovative topics all around the world. This is the case of Electronic Village Online, which started as a TESOL Special Project of the CALL Interest Section. They also have [a wiki with their upcoming events](#), but their Facebook page contains more up-to-date information <https://www.facebook.com/groups/webheadsinaction>. Over two decades later, Webheads continues to be a reference in CoPs in languages. Their founder and leader, Vance Stevens, passed away in 2022, so only time will tell whether some of the members of this CoP continue his legacy .

- AEDEAN (Spanish Association for English and American Studies)

 03_Figuras_UNIT_32

Figure 2. AEDEAN logo (Image taken from <https://aedean.org/>)

AEDEAN and AESLA (described below) are the two main Spanish associations related to Philology. In the same way as AESLA, it organises an annual conference. It also has its own distribution list, to which you can only subscribe if you are a paying member. This association covers the following areas:

Comparative Literature, Critical Theory, Cultural Studies, Feminist and Gender Studies, Film Studies, Historical Linguistics, Language Teaching and Acquisition, Lexis, Medieval and Renaissance Studies, Modern and Contemporary Literature, New Technologies, Phonetics and Phonology, Postcolonial Studies, Pragmatics and Discourse Analysis, Short Story, Sociolinguistics & Dialectology, Syntax, Translation Studies & US Studies.

Articles related to these topics can be found in their publication ATLANTIS, Journal of the Spanish Association for Anglo-American Studies. You can browse the different issues and articles here:

<https://www.atlantisjournal.org/index.php?journal=atlantis&page=issue&op=archive>. Additionally, they publish the magazine Nexus twice a year. All its digital issues can be read openly through this link https://aedean.org/?page_id=141

This association is connected to The European Society for the Study of English (ESSE) and The European Association of American Studies (EAAS). Both associations have their own journals: The ESSE Messenger European <http://essenglish.org/messenger/> and Journal of American Studies <http://ejas.revues.org/>. All their articles can be read in their full-text version from the links provided. Along with AEDEAN, all these associations also publish the proceedings of the conferences they hold every year (two, in the case of EAAS). Some of them can even offer some grant for students, it is worth checking it out <https://www.eaas.eu/eaas-grants/travel-grants>. AEDEAN has recently opened a Twitter account, @aedeaninfo.

- AESLA (Asociación Española de Lingüística Aplicada)

 03_Figuras_UNIT_33

Figure 3. AESLA logo (Image taken from <https://www.aesla.org/es/es>)

The distribution list is only for members, <https://www.aesla.org.es/es/lista-distribucion>, in the same way as AEDEAN https://aedean.org/?page_id=147. Their specialized panels cover areas closer to linguistic than cultural or literature matters, like in the case of AEDEAN. RESLA Revista Española de Lingüística Aplicada / Spanish Journal of Applied Linguistics (RESLA/SJAL) is the name of its publication, and it can be accessed through this URL: <https://benjamins.com/catalog/resla> Its topics coincide with the specialised panels of the association. You can find more information in Dialnet <https://dialnet.unirioja.es/servlet/revista?codigo=1727> They also publish an electronic journal, RAEL <https://rael.aesla.org.es/index.php/RAEL>

Take note of these profiles so that you can visit them later in this unit:

Twitter: @aesla_twit https://twitter.com/aesla_twit /

Facebook: <https://www.facebook.com/aeslaweb/>

LinkedIn <http://www.linkedin.com/groups/AESLA-4450901>

- TESOL (International Association of English to Speakers of Other Languages)

 03_Figuras_UNIT_34

Figure 4. TESOL logo (Image taken from <https://www.tesol.org/>)

Although it is based in the United States, this association has members and local delegations all around the world, for instance, TESOL-Spain <http://www.tesol-spain.org/en/>. The Interest sections (ISs) of this associations include: Adult Education; Applied Linguistics; Bilingual Education; Computer-Assisted Language Learning; Elementary Education; English as a Foreign Language; English for Specific Purposes; Higher Education; Intercultural Communication; Intensive English Programs; International Teaching Assistants; Materials Writers; Non-native English Speakers in TESOL; Program Administration; Refugee Concerns; Second Language Writing; Secondary Schools; Social Responsibility; Speech, Pronunciation, and Listening; Teacher Education; Video and Digital Media. These topics are dealt with in its publications: [TESOL- Journal](#), [TESOL](#)

[Quarterly](#) and specialised books. They also have presence in the following social networks:

Twitter: @TESOL_Assn / https://twitter.com/TESOL_Assn

Facebook: <https://www.facebook.com/tesol.assn/>

LinkedIn: <https://www.linkedin.com/company/tesol-international-association>

- IATEFL (International Association of Teachers of English as a Foreign Language)

 03_Figuras_UNIT_35

Figure 5. IATEFL logo (Image taken from <https://www.iatefl.org/>)

If TESOL International is one of the most representative English Teacher associations in the United States and other parts of the world, its equivalent in the European continent is IATEFL (International Association of Teachers of English as a Foreign Language). Its annual conventions are held in different parts of the UK. Its Special Interest Groups (SIGs) also have their own events within and outside the general convention. IATEFL active SIGs are: Learner Autonomy; Learning Technologies; Literature; Pronunciation; Research; Teacher Development; Testing, Evaluation & Assessment and Young Learner and Teenagers among others. One of the most active SIG is LTSIG (Learning Technologies SIG). You can follow its activities through their website, <https://ltsig.iatefl.org/> Twitter: @iatefl_ltsig or Facebook: <https://www.facebook.com/LTSIG/?fref=ts> (where they have more than 3000 members).

You can learn more about IATEFL on its YouTube Channel:
<https://www.youtube.com/user/IATEFLtalks>

- EuroCALL (European Association of Computer Assisted Language Learning)

03_Figuras_UNIT_36

Figure 6. EuroCall logo (Image taken from <http://www.eurocall-languages.org/>)

EuroCALL (European Association of Computer Assisted Language Learning) is a professional association dedicated to language learning and teaching with new technologies. It holds an annual conference in a European country <http://eurocall-languages.org/>. It also has several SIGs: Computer-Mediated Communication (CMC); Corpus; Joint Virtual Worlds and Serious Games (together with CALICO); Mobile Assisted Language Learning; Intelligent CALL; CALL Teacher Education; Graduate; Language MOOCs (Massive Open Online Courses); Less Commonly Taught Languages.

Social Network Presence: Twitter: @EurocallLang; LinkedIn group: <http://www.linkedin.com/groups/EUROCALL-710067>; Facebook group: <https://www.facebook.com/groups/255577856335/> It also has a distribution list, but it is only for members.

RECALL is the name of their main publication <https://www.cambridge.org/core/journals/recall>, and it can be read in its full-text version from 2001 through the library. They also have a second journal, The EuroCALL Review, which publishes more hands-on papers: <https://polipapers.upv.es/index.php/eurocall/index>

- CALICO (Computer Assisted Language Instruction Consortium)

03_Figuras_UNIT_37

Figure 7. CALICO logo (Image taken from <https://calico.org/>)

CALICO (Computer Assisted Language Instruction Consortium) is the CALL association based in the United States <https://calico.org/>. Its SIGs include: Computer Mediated Communication; Gaming; Graduate students; ICALL (Intelligent Computer-Assisted Language Learning); LTLT (Language Teaching and Learning Technologies); SLAT (Second Language Acquisition and Technology; Teacher Education and Virtual Worlds. They publish the CALICO Journal, and some of its articles can be read in the full-

text version for free:

<https://journals.equinoxpub.com/index.php/CALICO/issue/archive>

3.4.1.2. Examples of CoPs designed for students of foreign languages

The Web 2.0 has been considered an efficient and easy way to use tools to create an environment where one can exchange impressions and ideas with people from all over the world. This new environment has enabled the emergence of several spaces to practice any language freely and in an easier way. Two popular examples are Busuu and The Mixxer.

- Busuu

Busuu (<http://www.busuu.com>) is a CoP based on video chat to practice foreign languages. Its name comes from a language in Camerun spoken by just 80 people. The free version includes Flash cards, writing exercises and correction from native speakers.

 03_Figuras_UNIT_38

Figure 8. Busuu interface (Image taken from <https://www.busuu.com/es>)

- The Mixxer

The Mixxer (<http://www.language-exchanges.org/>) is a community that uses a VoIP client to practice languages (English, French, Spanish, Arabic, Chinese, etc. You need to specify a group to practice when joining for the first time.

What began as a small project to help professor Meguro at Dickinson College find Japanese partners for her students has expanded to 30-40,000 active users per month around the world. The site is free and open to anyone looking to practice with a native speaker in exchange for help with their own. Once registered, users can search for speaking partners via the Profile Search or submit a short writing piece and ask for corrections from native speakers. Those using the writing function are asked to return the favour by

correcting short samples in their native language. In this CoP everyone is both teacher and learner.

03_Figuras_UNIT_39

Figure 9. The Mixxer interface (Image taken from <https://www.language-exchanges.org/>)

TIME TO PRACTICE!

Activity 3.1. CoP related to language learning

Did you know any of the communities described in this section? Have you ever used any of them to practice your English skills or any other language? Comment on your experience in a brief paragraph.

3.4.2. Tools to create Communities of practice

If you go through some of the CoP mentioned before, you will realise that most of them began a long time ago, being just a website to teach and learn languages. Some of them have been active for such a long time, that they already existed even before the appearance of the Internet. Now that we have an idea of what a CoP is, we will introduce some of the most used widely Computed Mediated Communication (CMC) tools. This will help you create your own CoP either with your students in the classroom or with other working colleagues. The following diagram shows some examples of how you can collaborate with others using ICT tools:

03_Figuras_UNIT_310

Figure 10. Some useful ICT tools for CoPs

3.4.2.1. Asynchronous Computer-Mediated Communication tools (ACMC)

ACMC tools are those used to communicate with time delay, this is, not in real-time. The first means of communication on the Internet was electronic mail. Distribution lists permitted users to send the same email to different contacts at the same time. BBS (Board Bulletin systems) displayed threads and long conversations, until blogs appeared.

- Blogs

Stauffer (2002, p. 4) described weblogs or blog as “[A] website that has been designed to be updated with items in a linear, time-based fashion, similar to a personal journal or diary, except that the contents are meant specifically for public consumption”.

If the concept of blog emerged as something individual, nowadays they can be constructed in a collaborative way for learning, informing or even sharing knowledge with the Internet community. There are plenty of applications to create blogs (Blogger <https://www.blogger.com/>, WordPress <https://wordpress.com/>, etc.). The level of collaboration depends on the options that you wish to activate when you set it up.

03_Figuras_UNIT_311

Figure 11. Diagram with different levels of collaboration in a blog

- Microblogging

Twitter

Although it emerged relatively recently, this tool has revolutionised the world of information. Nowadays, Twitter is one of most widespread social networks both for the general and public and for specialised areas. Although it cannot be considered as a synchronous tool, it is so active and quick that sometimes it can be confused with an Instant Messaging application. In order to understand how it works, we need to learn what these terms mean:

— Tweet: A message in the social media Twitter.

— # Hashtag: Symbol used in Twitter and other social media before a relevant keyword or phrase. It helps categorise tweets and also find them in a Twitter search.

— Lists: A Twitter list is a curated (filtered) group of Twitter accounts.

— Follower: A person that receives your Tweets.

— Following: A person whose posts you are receiving.

— Interaction: Different ways in which you can engage with someone's posts in Twitter (e.g., retweeting).

— @ Connect: This symbol @ allows a Twitter user to 'tag' another account. It notifies those users that they are being mentioned.

— Re-tweet: Share, forward or re-post a tweet sent by another user.

— Trending topic: It is a hashtag (#) driven topic that is immediately popular at a certain time.

— Moments: Curated stories about what is happening around the world.

Lists are quite useful when you follow users keeping some order. As you can see in Figure 12, if we visit some of these lists we will find:

— Name of the list (1).

— Number of members (people/institution followed in that list) (2).

— Number of subscribers to that list, mostly "you" (3).

— Other lists owned by this profile (4).

— Tweets sent by the members of the list (5).

— Recently added members (6).

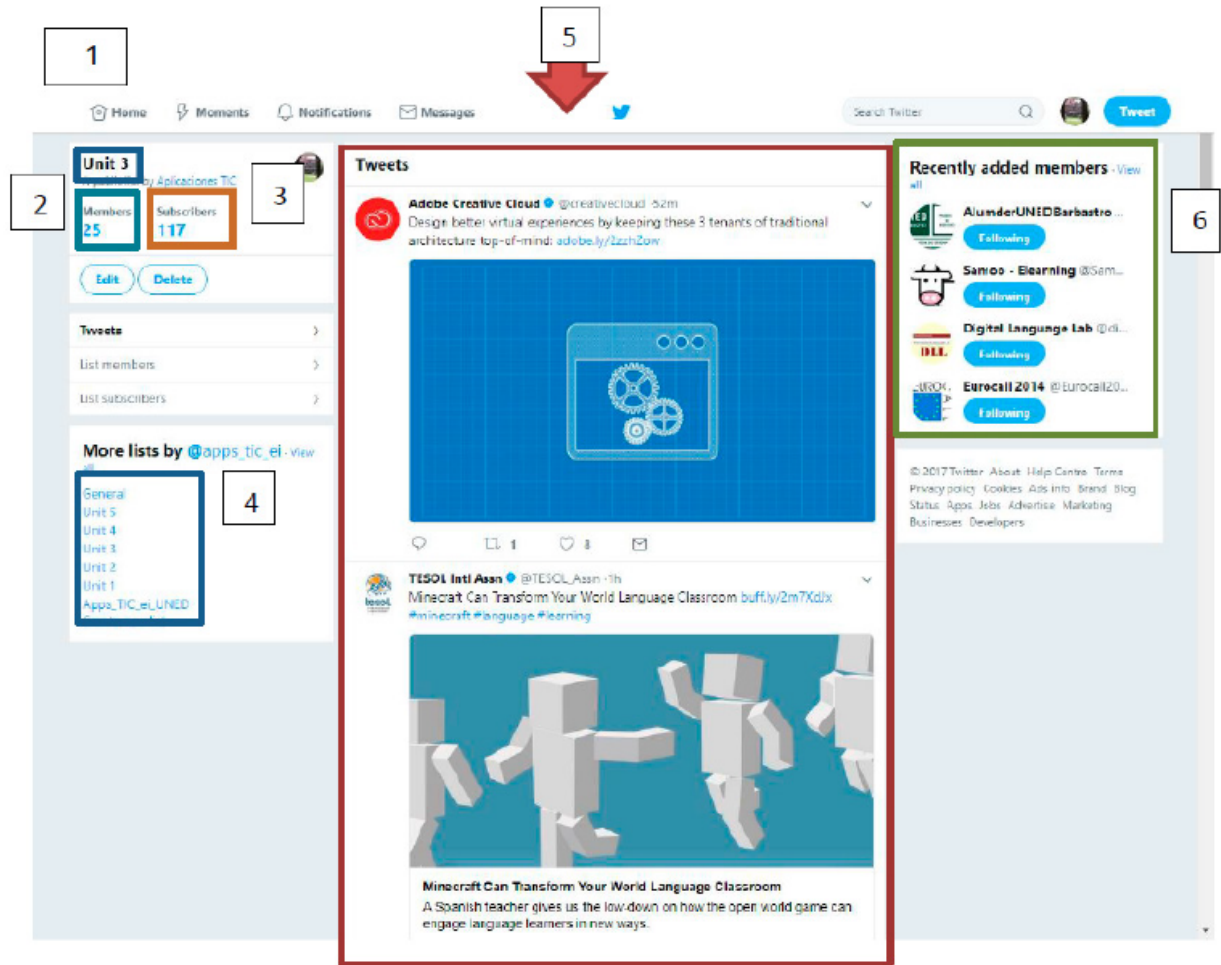


Figure 12. Detail of Twitter (Image taken from <https://twitter.com/home?lang=en>).

Instagram

Although it is catalogued as a social network, Instagram is a social media platform employed by many entrepreneurs, professionals in specific fields of knowledge or content creators to micro-blog and share their experiences about certain topics with the aim of boosting followers and getting more engagement. Thanks to them, we can learn very useful and important information and share it with our friends or family members. Such information ranges from relevant tips to recipes or daily news on routine matters. As in Twitter, we can also have the option to follow some hashtags that may be of our interest to get informed about the latest posts that include the content you follow. We can find a wide range of niches or social spaces

form which we can learn and get inspired by others. The type of content format that we can find in Instagram are pictures, reels, shorts, videos, and stories.

Creating an authentic and appealing micro-blog on Instagram involves being creative, constant and good at editing. Aesthetics matters since it may become your sign of identity. Posting images or videos that are visually appealing by selecting a colour palette or using filters would help you enhance your identity and display consistency in your posts. To this end, there are some popular editing and creating tools such as Canva <https://www.canva.com/>, used to design graphics or images, and/or Kdan <https://www.kdanmobile.com/>, a well-known tool to edit your videos. In this way, Instagram offers the possibility of creating strong communities of different niches that usually involve a great editing and care of the image they portray on their Instagram profiles.



Figure 13. Detail of Instagram (Image taken from <https://images.pexels.com/photos/238480/pexels-photo-238480.jpeg?auto=compress&cs=tinysrgb&w=1260&h=750&dpr=1>).

At the educational level, there are many accounts which show blogging tips or content on a specific subject in a picture or reel format. Therefore, bloggers need to be very descriptive in their writing and selection of material by adding strong imagery and emojis to their posts. Among the most popular professional accounts that show interactive content on English teaching and learning are @englishwithnab, with more than 1.3 million followers or @mariaspeaksenglish, with over 632 thousand followers.

TIME TO PRACTICE!

Activity 3.2. Twitter for academic purposes

1. Find three Twitter pages/people related to English Studies. Look at their bio (underneath the profile picture). Copy and paste the name of the account and the bio.
2. Find five hashtags relevant to some topic of interest related to English Studies. Copy and paste those hashtags and justify why you have chosen them.
3. (Optional) If you already have a Twitter account or would like to open one for academic purposes, you can also subscribe to relevant hashtags or follow pages/people related to English Studies. If you do so, please, add it at the end of this activity.

- Wikis

Perhaps one of the best definitions of a wiki can be found in the Wikipedia, the most famous wiki on the Internet. It describes a wiki as “is a hypertext publication collaboratively edited and managed by its own audience directly using a web browser” (<https://en.wikipedia.org/wiki/Wiki>).

Given that technologically speaking a wiki is a website comprised of different HTML pages, some elements are essential to facilitate the edition of content. For this reason, we find these three elements in each page:

1. Edit functions. Thanks to this function, all the members of the wiki can edit all the contents of the page easily. In some cases, like Wikipedia, these editions can be moderated for security reasons.
2. Discussion. This is a space aimed to debate on some possible conflicts and perspectives of the topics dealt in each page.
3. History of editions. All the changes, mainly based on editions and insertions, can be tracked through this function.

The following wiki has been created with MediaWiki, the same application used for Wikipedia. This image shows the different elements of a wiki:

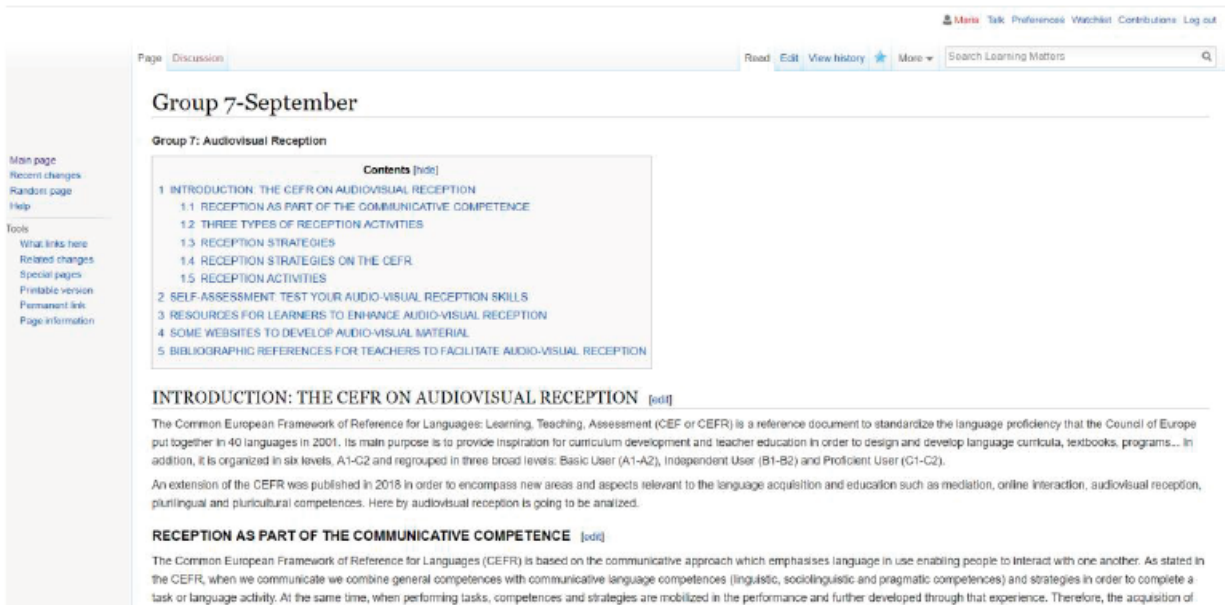


Figure 14. Detail of MediaWiki (Image taken from <https://www.mediawiki.org/wiki/MediaWiki>).

There are different tools to create wikis, for example, PhpWiki8, PBWorks9. You will find similar tools here: http://en.wikipedia.org/wiki/Comparison_of_wiki_software. Microsoft Teams can integrate a wiki as well.

5

- Social networks in professional and academic contexts

Most of the CoPs mentioned before are using social networks as a means of communication among their members, and at the same time they can generate knowledge. The Cambridge Dictionary defines “social network” as “a website or computer program that allows people to communicate and share information on the internet using a computer or mobile phone”. This is probably the best way to transfer and generate knowledge nowadays. The characteristics of these connections may vary from website to website. There are many classifications of social networks on the internet.

We will explore here some of the most useful social networks, attending to the audience intended: 1) social networks for the general public (Facebook);

2) social networks with professional purposes (LinkedIn); and 3) social networks for academics (ResearchGate and Academia.edu).

1) Social networks for the general public: Facebook

Facebook is an example of a social network that was originally designed for purposes different to the strictly academic or professional ones, but it is being used by some associations and online communities as the main way of disseminating information among their CoP members (Twitter, previously described, is another example of this).

Facebook was founded in 2004 by a group of undergraduate students¹. It is by far the most extended social network. It has more than 500 million followers. The associations described before are using individual profiles, groups and websites to share their knowledge. Let us see some of the differences and functions:

— Individual profile. This is generally used by individuals rather than institutions. You can find plenty of information by following academics such as Elizabeth Hanson-Smith, Agnes Kukulska-Hulme and any others who interest you.

— Groups. These can be “closed”-only members can see posts-, “public”, or “secret” (only members can find the group in the directory). Some examples of CoPs who use this option are LTSIG, CALICO, New Webheads Online Community, IATEFL TEd SIG, WorldCALL Lounge, WikiEducator, EuroCALL.

— Pages. Its appearance is not very different from individual profiles, but one of its advantages is that one profile can have more than one pages with different topics. Some examples of pages can be seen on AESLA, AELFE (European Association of Languages for Specific Purposes), TESOL-Spain, TESOL-International, and many others.

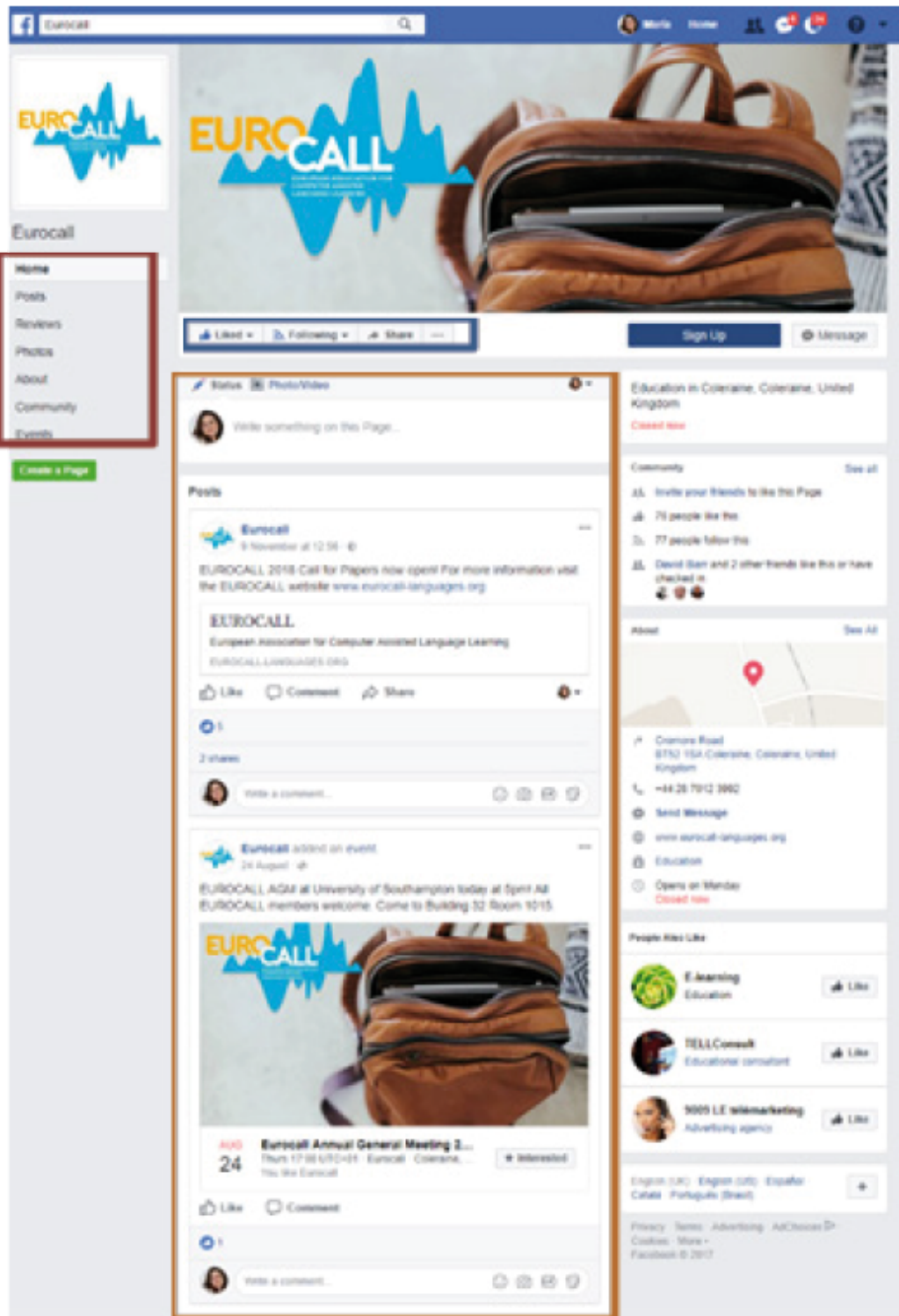


Figure 15. EuroCall Facebook group (Image taken from <https://www.facebook.com/groups/255577856335/>)

— Events, very useful for announcing conferences and getting an approximate number of attendants, either online or face-to-face.

<https://www.facebook.com/groups/LTLTsig/>

After the emergence of social networks for general aims, some new ones were created with a focus on spreading information and contacts at a professional level.

2) Social networks with professional purposes: LinkedIn

It is one of the most widely known and it is used all by most of the CoPs described at the beginning of this unit. It was officially launched in 2003, and nowadays it is leading the professional networks on the Internet with more than 530 million users in more than 200 countries. Although its most famous feature is helping people find jobs, it is used by some of its members to set up debates on specific topics, announce events or to look for professional and academic contact. In the same way as Facebook, there is a “wall”, or “state” site where you can share information, and you can create groups of members to share common interests (<https://www.linkedin.com/groups/>). This list shows some groups related to our field (see how they contain some debates on avant-garde topics:

— Comparative and Historical Linguistics

<https://www.linkedin.com/groups/1831758/>

— Natural Language Processing People

<https://www.linkedin.com/groups/131222/>

— Metacognition: “Learning to Learn”

<https://www.linkedin.com/groups/1790369/>

— Computer Assisted Language Learning

<https://www.linkedin.com/groups/4156429/>

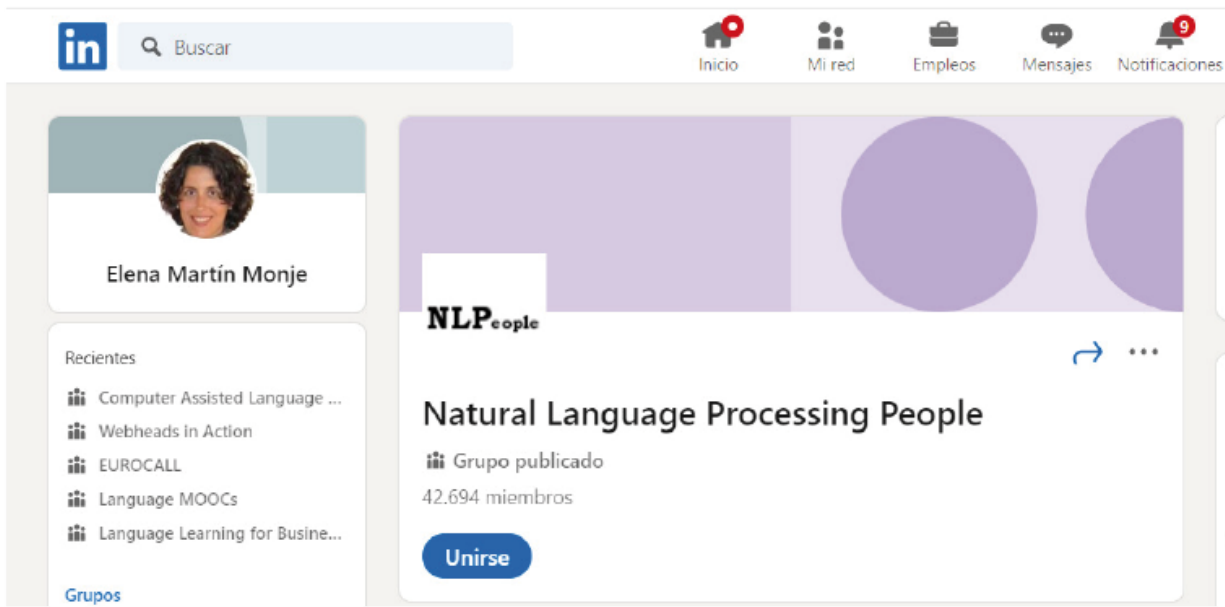


Figure 16. Detail of group in LinkedIn (Image taken from <https://www.linkedin.com/>)

Once you are in the group, it is very similar to most social networks: you can create your own conversations, or “like”, “recommend” or “comment” and share other messages. One of the added functions of LinkedIn is the possibility to add articles and presentations, apart from writing short messages. It is very useful if you are looking for a job or want to keep in touch with contacts related to your professional context. Similarly to Facebook, its management becomes simpler if you access it through the mobile app.

3) Academic social networks: ResearchGate and Academia.edu

We are living the era of Information, where being ‘visible’ in the digital environment is very important if you wish your work to be recognised in the international academic context. On the other hand, thousands of articles and books about different disciplines are being published every day, so knowing what is being published about your specific topic is becoming increasingly difficult. This is the reason why networks of this nature have experienced a high increase in the last decade. Tools such as Academia or Research Gate have been specially designed to expand research and connect researchers with close interests.

Research Gate

It is an academic, social network specialised in spreading scientific production of its more than 14 million members. Its creation was quite expected, but casual at the same time. ResearchGate <https://www.researchgate.net/> began when two researchers discovered first-hand that working with a friend or colleague based on the other side of the world was no easy task. The rapid evolution of technology has opened the door to change; by providing you with the right tools, we strive to facilitate scientific collaboration on a global scale.

It works very similarly to other social networks. Given that one of the aims of this network is to spread your research, once you create an account you will be asked to search your publications automatically so that they can be added to your profile (CV). Then, you can add more publications manually. It does not matter if you do not have any publication to share. You can skip that step and begin to follow other researchers of your interest. Every time they publish something new you will receive a notification, in case you want to read it or share it, follow it, comment on it or just keep it for further reading. Most publications are grouped by projects so that you can locate and follow researchers or your interest through their publications. Additionally, this tool provides you with statistics of your visits and citations, provided you have publications added to your profile. Although most publications can be read in their full-text version, there are others in which only the reference and abstract are shown. You can send author a private message and ask for the full-text version.

This menu shows the basic functions of Research Gate:



Figure 17. Research Gate menu (Image taken from <https://www.researchgate.net/>)

“Questions” sections are queries sent by different users, asking for help about some research topic, etc. “Jobs” are also displayed every day in

relation to your CV and areas of interest specified in your profile. The “bell” shows you the most important updates and activities generated in your profile. The envelope leads you to your private messages, and the blue button allows you to add new papers, articles, conference presentations, etc.

Complementary options can be added, such as “projects” and “labs”. The first word refers to research projects as such or to a collection of publications related to shared topic. The second one has been devised for groups of academics who work collaboratively in one or more projects. All the registered users can follow publications, projects, questions, etc. They can also share other users’ publications or recommend them publicly.

Academia.edu

Academia.edu <https://www.academia.edu/> is quite similar to Research Gate, with more than 103 million researchers subscribed. As an academic social network, it connects researchers, scholars and students from different disciplines worldwide. Its aim is to facilitate knowledge sharing, collaboration and dissemination of academic research.

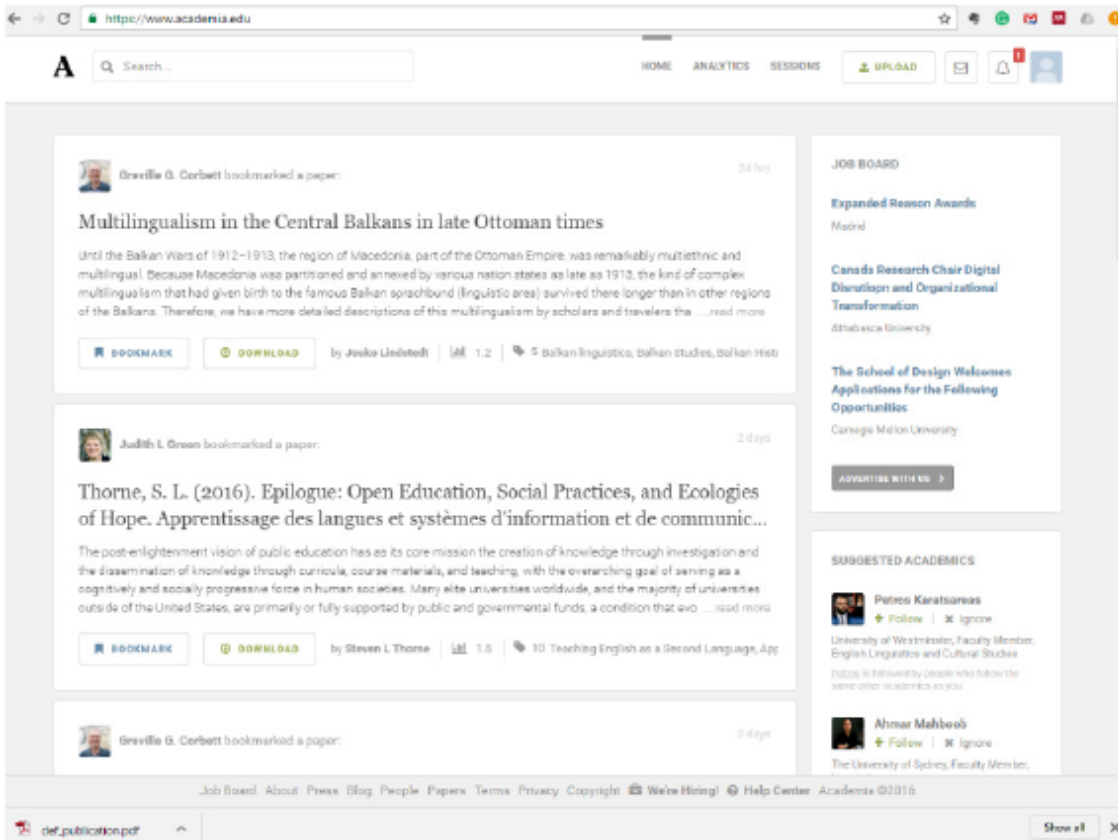


Figure 18. Detail of Academia webpage (Image taken from <https://www.academia.edu/>)

Once you publish your work, you will receive alerts in your email box every time it is quoted, or read, etc. There are premium options that require you to pay a fee, but the basic package is enough to spread and follow your topics of interest.

As a summary, this graph shows the spread in the use of Academia and Research Gate among researchers in its first years:

 03_Figuras_UNIT_319

Figure 19. Evolution in the use of Academia and Research Gate (Image taken from <https://www.timeshighereducation.com/features/do-academic-social-networks-share-academics-interests>)

TIME TO PRACTICE!

Activity 3.3. Research Gate and Academia.edu

Given that these two social networks can provide you with more bibliography on topics of your interest, we recommend you to create an account in one of them at least (Research Gate or Academia). Try to follow papers and projects related to your area/s of interest and reflect on it writing a short paragraph.

3.4.2.2. Synchronous Computer-Mediated Communication tools (SCMC)

Synchronous communication is described as the communication processes or channels where participants interact at the same time, in contrast to asynchronous communication or deferred communication. This technology has improved immensely in the past years, the quality of the sound and image for instance is now quite good, which enables a better environment for online meetings and other kinds of events.

- Instant Messaging (IM) VoIP

It is a way of communicating over the Internet, which offers an instantaneous transmission of voice messages from sender to receiver. Most of them add the possibility of including video to the conversation, so face-to-face meetings are being replaced by this sort of technology.

Skype (for Business)

Thanks to its quality sound and reliability, Skype has become a highly valued VoIP tool. Although you need to pay to speak from phone to phone, it is entirely free if it is used to communicate via PC. It can also be installed on mobile devices with good results. Among other functionalities, it offers the chance to create groups of speakers, share your desktop with other users, record conversations, etc. It was acquired by Microsoft in 2011, so it has been integrated into some Microsoft products. Thanks to this, Office 365 users can now enjoy a better quality of sound, image and additional functions via “Skype for Business”. This application lets you add up to 250 users to the same conversation, when the basic one permitted a maximum of

ten. To use it, you need to install a different application to the basic Skype:
<https://portal.office.com/account#installs>



Figure 20. Skype Empresarial logo (Image taken from <https://www.skype.com/es/business/>)

All in all, due to the effort that Microsoft is making to promote Teams, it is likely that Skype for Business will soon be replaced by Teams (a chat application) in the future. It is important to know that there is no need to belong to any Team to chat with individual users. To call someone, open Teams and click on the chat icon. Type the complete name of the person you want to talk to and wait for a response. You can use text, voice or video.

Office 365 Teams chat

Teams is offered as part of the Office 365 suite. Many universities included UNED, offer a free email account with the Office 365 suite, as well as a whole range of applications at your disposal. If you access your email account and then click on “Office 365”, you will see these applications ready to use for free:

Office 365 allows you to maintain real-time conversations, arrange and record meetings, and share files. Each Team can also include different channels with their own conversation threads, file space, etc. This application can be used via web, desktop or by installing an app on a mobile device. It allows you to make phone calls even to external phones. All the files shared in the channel can be edited by all the members of the Teams by using the web, desktop or local application (Word, Excel, PowerPoint, etc.). All the files can be synchronized with your own PC, which means that you can work locally if needed. Teams aims to substitute the use of email and VoIP systems like Skype. All the members of an institution can be included

in Teams. To invite external users, they need to have Office 365 in their institution and be accepted by the ITs of the host platform. You can access Teams following this link <https://teams.microsoft.com/>

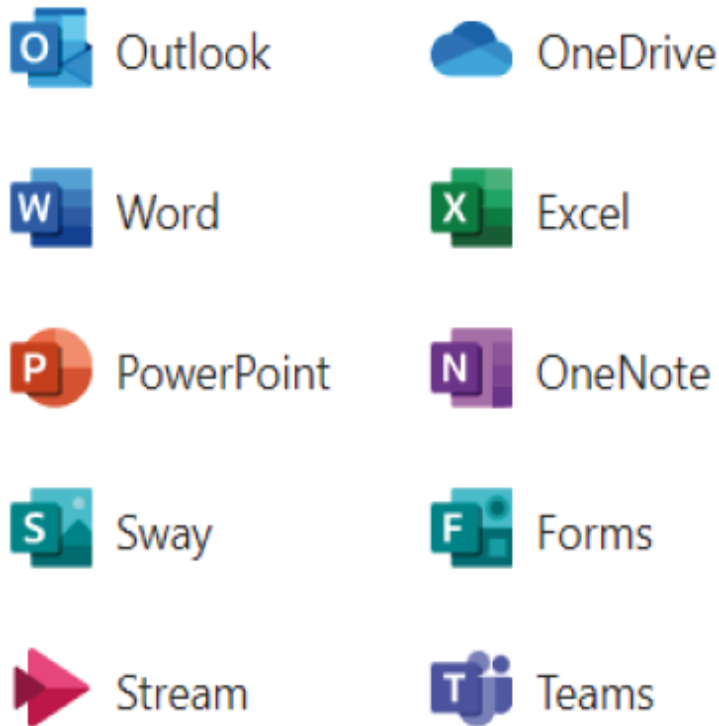


Figure 21. Detail of Office 365 applications

- Mobile apps

In a world with more mobile phones per citizen than PCs, synchronously written communication led by desktop IM has been replaced by mobile apps like WhatsApp, Facebook IM, Telegram or Viber.

Whatsapp

WhatsApp <https://www.whatsapp.com/> is one of the most common mobile IM platforms. The latest versions allow us to create groups and distribution lists, send voice messages, share locations and send the chatlog to an email account so that it can be saved for later analysis or discussion if needed.

Each group can manage pictures, links and other documents so that they can be exported to other tools. It can also be installed on a computer from links like this: https://download.cnet.com/WhatsApp-for-PC/3000-2150_4-76640933.html.

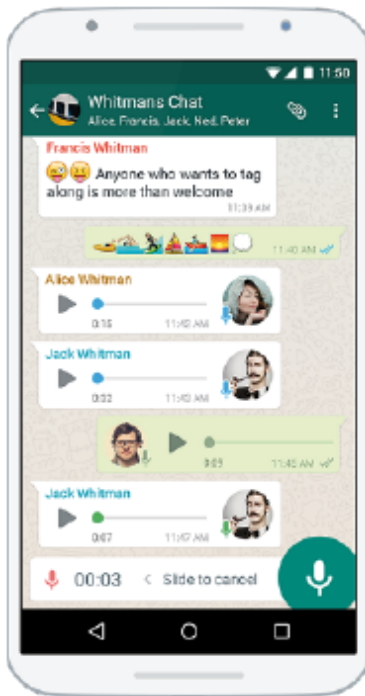


Figure 22. Detail of Whatsapp application

- Tools for videoconferencing and webinars

Webinars are “virtual” seminars. The term “webinar” was firstly mentioned by Eric R. Kolb in 1998 to describe the online meeting service his company was developing. They are synchronous, real-time online conference events that gather people together at a given moment to listen to, observe, and participate in a presentation. They began as video conference tools to be used in a room prepared for that aim. New webinar tools are based on constructivist learning theories, which can hold seminar sessions with collaborative new ways of learning.

This link contains a list of videoconferencing tools and a comparison of their main features:

http://en.wikipedia.org/wiki/Comparison_of_web_conferencing_software.

Most of these webinar tools share similar features: voice and text chat, creation of different profiles to attend the conference (whether as a guest, presenter, or administrator), record the whole session, display documents, etc.

BigBlueButton

Most of these videoconferencing tools require a proprietary license, except for cases like BigBlueButton <https://bigbluebutton.org/> which is part of Mozilla's Open Innovation program.

Blackboard Collaborate

It is a web conferencing tool that allows you to conduct online meetings and class sessions. It includes options for moderation, group creation, recording, etc., mainly using voice. It could be integrated within multiple platforms, including mobile and LMS. Have a look at these two weblinks: Blackboard Collaborate User Interface Tour and <https://www.blackboard.com/collaborate-trial>

Adobe Connect

You may have seen it in some of the webinars organised by the publisher Macmillan or by RefWorks. It allows for online collaboration, remote training, web conferencing and online presentations. This link shows the functionalities of its latest version:

<https://www.adobe.com/products/adobeconnect.html>

MS Teams

It is one of the preferred video-conferencing tools at the moment. It supports up to 250 members in a single Teams meeting, team and personal file storage and real-time collaboration with Office apps, which is especially useful in our educational context. The only thing that you need is an Office 365 account with the appropriate Office 365 license, which is provided by many universities, such as UNED, for free.

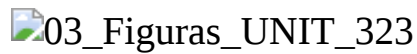


Figure 23. Teams logo (Image taken from <https://www.microsoft.com/en/microsoft-teams/log-in>)

Zoom

This is another popular video-conferencing tool which has gained prominence during and after the pandemic. The free version hosts up to 100 participants and one of its peculiarities is that it allows ‘Video breakout rooms’, so you can split your Zoom meeting in separate sessions for discussion, collaborative work, etcetera. It has a limit of 40 minutes, which may be a problem at times.

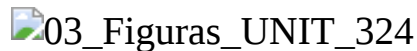


Figure 24. Zoom logo (Image taken from <https://zoom.us/>)

Google Meet

This is another excellent tool for videoconferencing at university level. Like some others, it can host meetings with up to 250 participants, record them and livestream. Google users will find it particularly interesting, since it is integrated with G Suite and you can join meetings directly from the calendar or an e-mail invite. It also allows real time collaboration editing documents, presentations or spreadsheets, and it can track the changes.

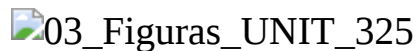


Figure 25. Google Meet detail (Image taken from https://workspace.google.com/intl/es-419_us/resources/video-conferencing/)

3.5. SELF-ASSESSMENT

1. Which elements are inherent to Communities of Practice?

- a) Domain, community, and practice.
- b) Domain, community, and expertise.
- c) Community, practice, and dissemination.
- d) Domain, community, and discussion.

2. What is the correct definition for the term “Wiki”?

- a) “It is a hypertext publication collaboratively edited and managed by its own audience directly using a web browser”.
- b) “It is a collaborative platform for the creation of educational resources”.
- c) “It is an online repository which is created and managed collaboratively”.
- d) “It is a tool to create CoPs”.

3. With ..., you can have all your files synchronized with your own PC, which means that you can work locally if needed.

- a) Skype
- b) Facebook
- c) Research Gate
- d) Teams

4. Which are the two main Spanish Associations related to Philology?

- a) AEDEAN and AESLA.
- b) AEDEAN and CALICO.
- c) CALICO and ESSE.
- d) CALICO and AESLA.

5. Which application would you use to create a Blog?

- a) Blogging.
- b) CALL.
- c) LiveJournal.
- d) Busuu.

3.6. SUMMARY

Through this unit we have learned the concept of “community of practices” (CoPs) related to the field of English studies which can help us in our academic and professional development. There is a wide range of CoPs available on the Internet for different purposes. For example, we can find CoPs for language teachers and researchers, such as the associations AEDEAN (covering cultural and literature aspects) or AESLA (dealing with the field of linguistics), or CoPs designed for students of foreign languages to practice any language freely and in an easier way, such as Busuu, which includes exercises and correction from native speakers, and The Mixxer, which is a community that uses a VoIP client to practice languages. Apart from this, we have also seen some tools designed to create our own CoPs. There are two main groups: Asynchronous Computer-Mediated Communication tools (ACMC) and Synchronous Computer-Mediated Communication tools (SCMC). Within the first group, we can find tools such as blogs, microblogging (including social networks such as Twitter or Instagram), wikis or social networks in professional and academic contexts (such as LinkedIn or Research Gate), whereas in the second group we can find tools used to interact with participants at the same time, including Instant Messaging (such as Skype), Mobile apps (such as Whatsapp) or tools for videoconferencing and webinars (such as Teams or Zoom).

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[1 http://www.imdb.com/title/tt1285016/](http://www.imdb.com/title/tt1285016/)

Unit 4

COLLECTING AND ANALYSING DATA WITH SPECIALISED SOFTWARE



(By StockSnap. Image taken from <https://tinyurl.com/mr39ce37>).

4.1. ACTIVATING PRIOR KNOWLEDGE

Please devote some minutes to think about the following questions:

- When you need to write an assignment, do you write it just paragraph after paragraph or you plan it first, doing an outline of what you want to include? Do you do it on paper, on the computer, or do you use some sort of app?
- Have you ever created concept maps to study?
- Have you ever designed an online questionnaire?

- Do you take notes when you need to write an essay? How do you do it? Do you use a notebook? Post-its?

4.2. LEARNING OBJECTIVES AND OUTCOMES

This unit focuses on tools which can be used when doing research in English Studies. By the end of this unit, you will be able to:

- plan a research project individually and in collaboration with others.
- understand how to collect data to conduct research.
- identify the most important tools to collect and analyse data to perform qualitative research.
- identify the most important tools to collect and analyse data to perform quantitative research.

4.3. INTRODUCTION

Now that we know where to locate information and save it (Competence area 1 in the DigComp) and how to communicate with others to spread and make it flow (Competence area 2), it is time to create content (Competence area 3) based on collected data. This graph summarises the main points we have seen so far in the course so that you can better understand what follows.

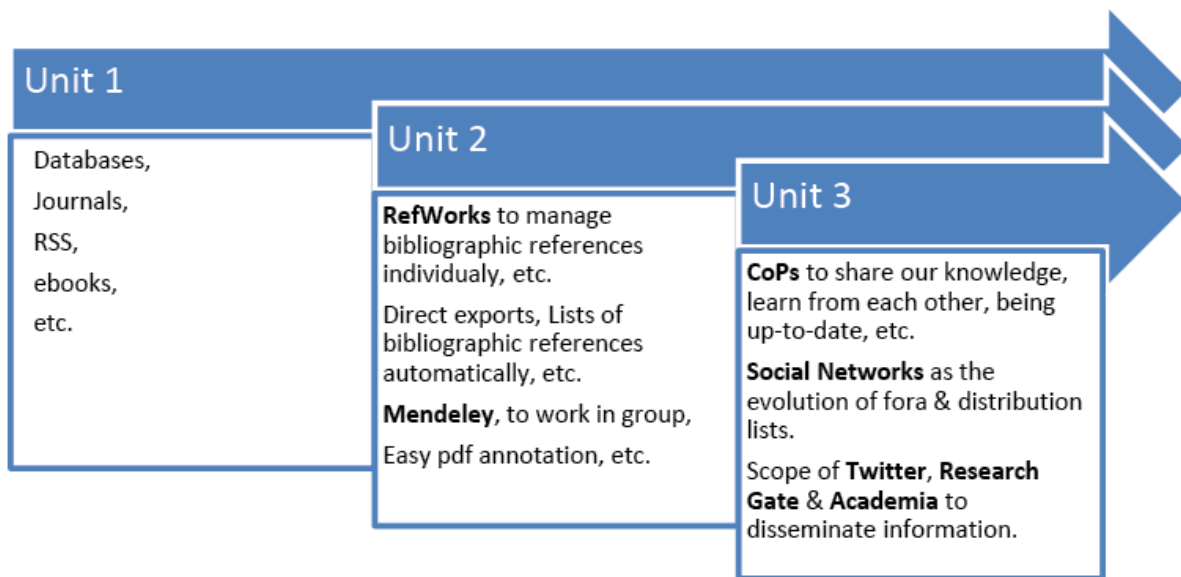


Figure 1. Key components in units 1, 2 and 3

This unit will focus on two main areas:

- Planning a project /research, with the help of visual representations.
- Resources to gather and analyse data (quantitative, mainly based on statistics and numbers; qualitative, based on more subjective methods: opinions, description of processes, etc.)

To study the first area, we will use tools to build mind maps and concept maps, using different technological devices: computer, tablet or mobile phone. Some of the applications described in this unit may seem difficult to understand, but the aim is not to master them, but to get a general overview of the tools we can use in case we need them in the future. As an example, we will learn how to develop and deliver your own questionnaires online or to take multimedia notes that will be useful for your end of degree dissertation.

4.4. CONTENTS

A good introduction to this topic is provided in Chapter 6 of *Doing a Research Project in English Studies : A guide for students* (Buckingham, 2016), which is entitled “Collecting data”:

Most student research projects in English language studies involve the collection and analysis of data. Indeed, for students interested in topics related to applied linguistics, translation or education, the data component will likely be central to the study. A library-based study involving the analysis of a literary text might be more usual for students of literature, however. Before launching into collecting data, you need to consider which data collection method would be best suited to elicit the information required to answer the research question(s). Subsequently, attention needs to be given to the data collection instrument, the location, the informants (or respondents), the timing and obtaining permission to collect data from your selected informants.

(p. 54)

As stated there, most student research projects in English Studies involve the collection and analysis of data, and those related to applied linguistics, translation or education will feature a data component which is central to the study. Consequently, it is important to learn about data collection methods and other related issues.

4.4.1. VISUALISATION OF INFORMATION

At this point, most of you will probably be familiar with the maps we are going to explore next, and it is likely that you have already created one, either by hand or using a computer application. These visual aids can be used in education to present a general perspective of a certain unit to your students, to learn vocabulary, or to take notes of spontaneous ideas which can then be included in an academic essay.

Before starting to write, it is crucial to have a general idea of what you would like to communicate and how to do it. This is the reason why good brainstorming before conducting any research is so

important. As you can see in the illustration below, there are several information visualisation techniques:

Table 1 A comparison of concept maps, mind maps, conceptual diagrams, and visual metaphors				
Format Parameters	Concept map (J.D. Novak)	Mind map (T. Buzan)	Conceptual diagram	Visual metaphor
Sample thumbnail representation				
Definition	A concept map is a top-down diagram showing the relationships between concepts, including cross connections among concepts, and their manifestations (examples)	A mind map is a multi-coloured and image-centred, radial diagram that represents semantic or other connections between portions of learned material hierarchically	A conceptual diagram is a systematic depiction of an abstract concept in pre-defined category boxes with specified relationships, typically based on a theory or model	A visual metaphor is a graphic structure that uses the shape and elements of a familiar natural or man-made artefact or of an easily recognizable activity or story to organize content meaningfully and use the associations with the metaphor to convey additional meaning about the content
Main function or benefit	Shows systematic relationships among sub-concepts relating to one main concept	Show sub-topics of a domain in a creative and seamless manner	Analyze a topic or situation through a proven analytic framework	Organize content meaningfully and convey main message about it
Typical application context	Classroom teaching, self study and revision	Personal note taking and reviewing	Slide presentations, text illustration, management discussions	Text book illustration, summaries, presentations to novices
Application guidelines	Use it as a learning support tool for students, that is, to summarize key course topics or clarify the elements and examples of an abstract concept	Use it for pre-analytic idea jostles or rapid note-taking, or to structure the main contents of a course or topic hierarchically	Use it to structure a complex topic with the help of pre-defined categories	Use it to memorize the key elements of a method or concept by placing them meaningfully within a fitting graphic metaphor that shares one or more properties with the topic
Employed graphic elements	Boxes/bubbles with text and labelled connector arrows	Central topic bubble and colored (sub-) branches with text above branches, pictograms	Labelled boxes and arrows with embedded text (if needed: icons)	Text within visual structure, sometimes connected through arrows
Reading direction	Top-down	Center-out	Left to right or top to bottom	Bottom-up (e.g. ladder), top-down (funnel), in-out (wheel), out-in (spiral)

Figure 2. A comparison of concept maps, mind maps, conceptual diagrams, and visual metaphors (Image taken from Eppler, 2006: 203).

A **concept map** is a top-down diagram showing the relationships between concepts, including cross-connections among concepts and their manifestations. (Eppler, 2006).

A **mindmap** is hierarchical and shows relationships among pieces of the whole. It is often created around a single concept, drawn as an

image in the centre of a blank page, to which associated representations of ideas such as images, words and parts of words are added. Major ideas are connected directly to the central concept, and other ideas branch out from those (Frey, 2016).

A **conceptual diagram** is a systematic depiction of an abstract concept in pre-defined category boxes with specified relationships, typically based on a theory or mode (Eppler, 2006).

A **visual metaphor** is a graphic structure that uses the shape and elements of a familiar natural or manmade artefact or of an easily recognisable activity or story to organise content meaningfully and use the associations with the metaphor to convey additional meaning about the content (Eppler, 2006).

These representations are also used to analyse relationships between members of a community, through messages exchanged in a forum, a social network, etc. (Rettberg, 2013). This section will introduce some of the most relevant applications for creating this sort of representation. We will focus on **mind maps**. Although “Infographics” is the currently preferred word for defining new visual representation methods.

4.4.1.1. Information visualization tools

- **Mind Manager**

Mind Manager
<https://www.mindmanager.com/en/product/mindmanager/> was one of the first tools created to design concept and mind maps:

Mind Manager can be integrated into some Office applications, generate a PDF, synchronise with mobile devices, etc. It also allows us to capture information from the web to be organised later, with the possibility of synchronising with your mobile device, which may be useful if you need to take notes when travelling or you do not have

your PC with you. The extension of the files created with this tool is .mm and, in the same way as with BMAs, you can also import and export from some formats to others.

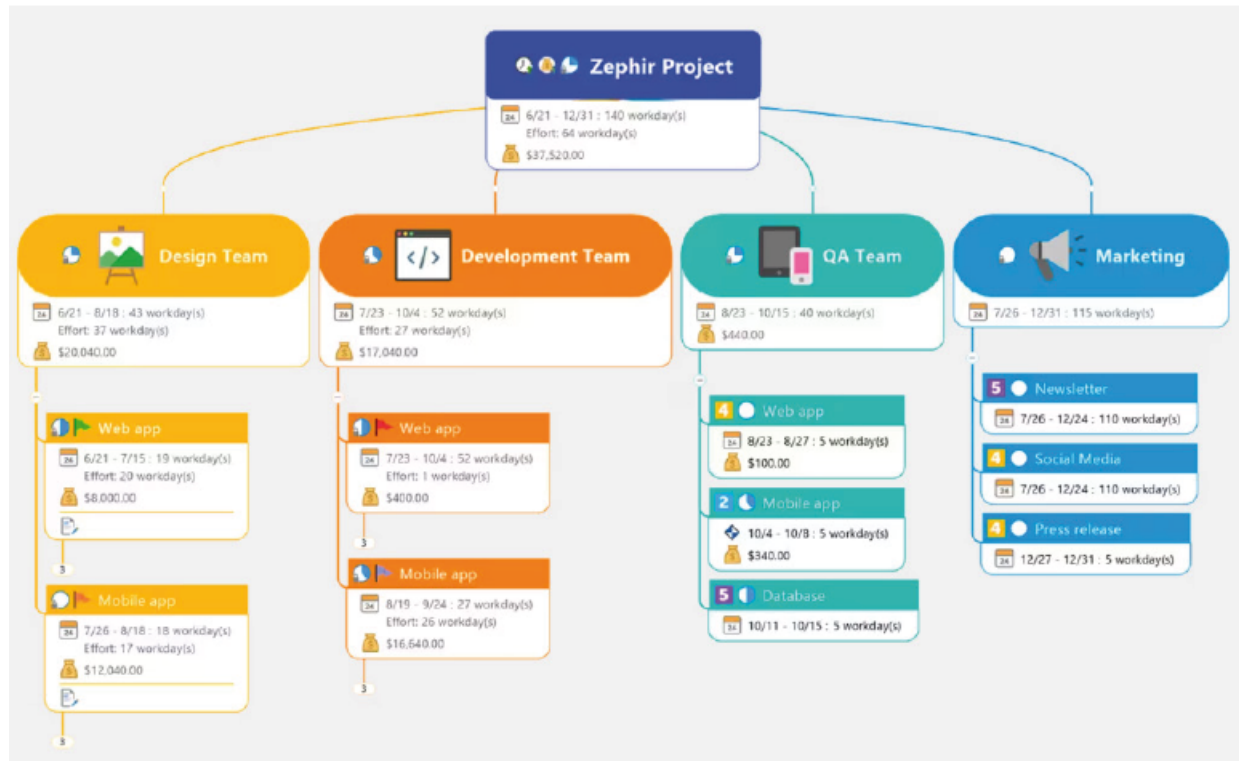


Figure 3. Example in Mind Manager (Image taken from <https://www.mindmanager.com/en/product/mindmanager/>).

• FreeMind

FreeMind

https://freemind.sourceforge.net/wiki/index.php/Main_Page is an open-source tool that allows us to create mind maps. It is very similar to the previous one, but with **fewer functionalities**; it does, however, allow us to export content to many extensions (HTML, PDF, Word, .rft, etc.). It is written in Java, but it cannot be synchronised with tablets and can only be installed on PCs.

Figure 4 shows one of the mind maps generated by FreeMind. On the left you can find plenty of icons that can be added to the nodes

while you are working. At the bottom you can add notes for each node. From “Archive” you can export and import extensions.

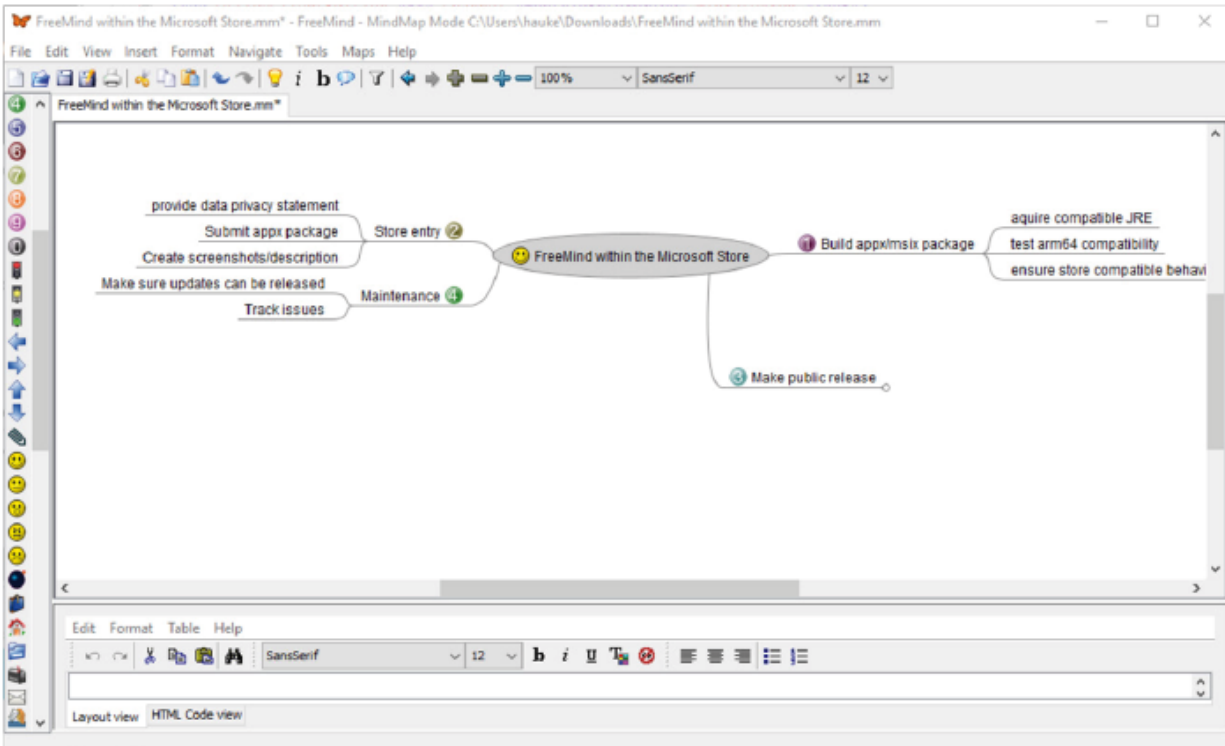


Figure 4. Example in FreeMind (Image taken from <https://apps.microsoft.com/store/detail/freemind/9NJ0R2C43F8D?hl=en-us&gl=us>)

• CMapTools

CMap Tools <https://cmap.ihmc.us/> is another example of free software. It allows connections between published concept maps, but it requires Cmap Server to do so. This is the front page of the CMapTools website:

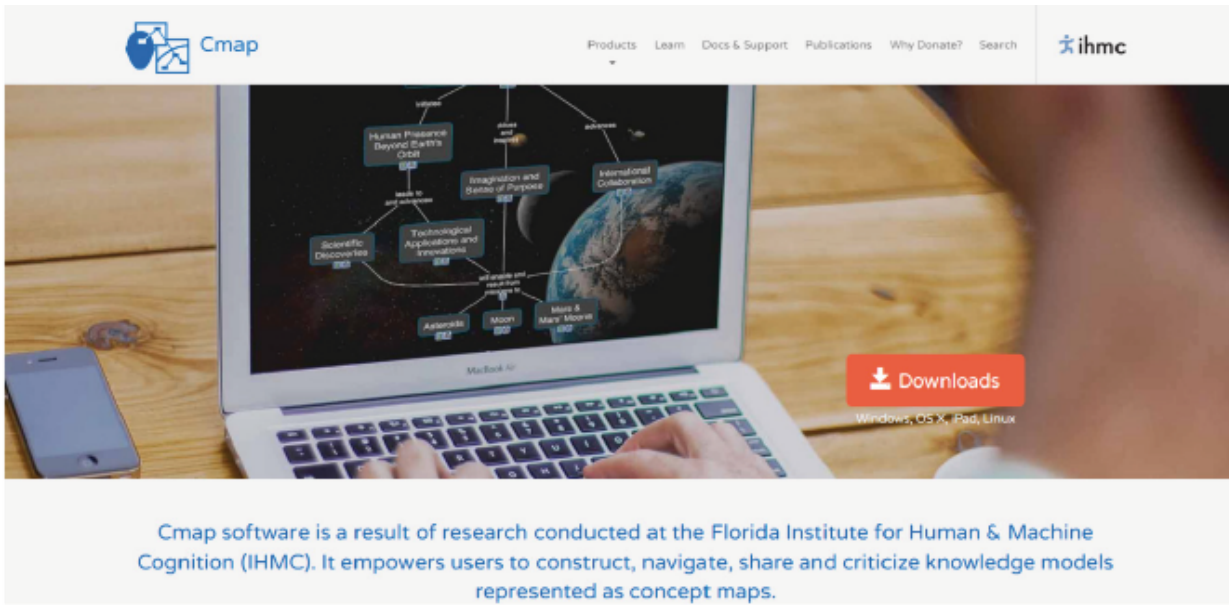


Figure 5. Cmap tool interface (Image taken from <https://cmap.ihmc.us/>).

One of the main characteristics of CMapTools, which is free to use, is that you can share and elaborate your maps in collaboration with other users. You can browse the different products here <https://cmap.ihmc.us/>.

The iPad version is <https://itunes.apple.com/us/app/cmaptools/id927987108?mt=8&ign-mpt=uo%3D4>

• GoConqr

Apart from all these tools, creating maps is also an option with authoring tools such as GoConqr <https://www.goconqr.com/>. Below is an example with a classification of some CoP tools:

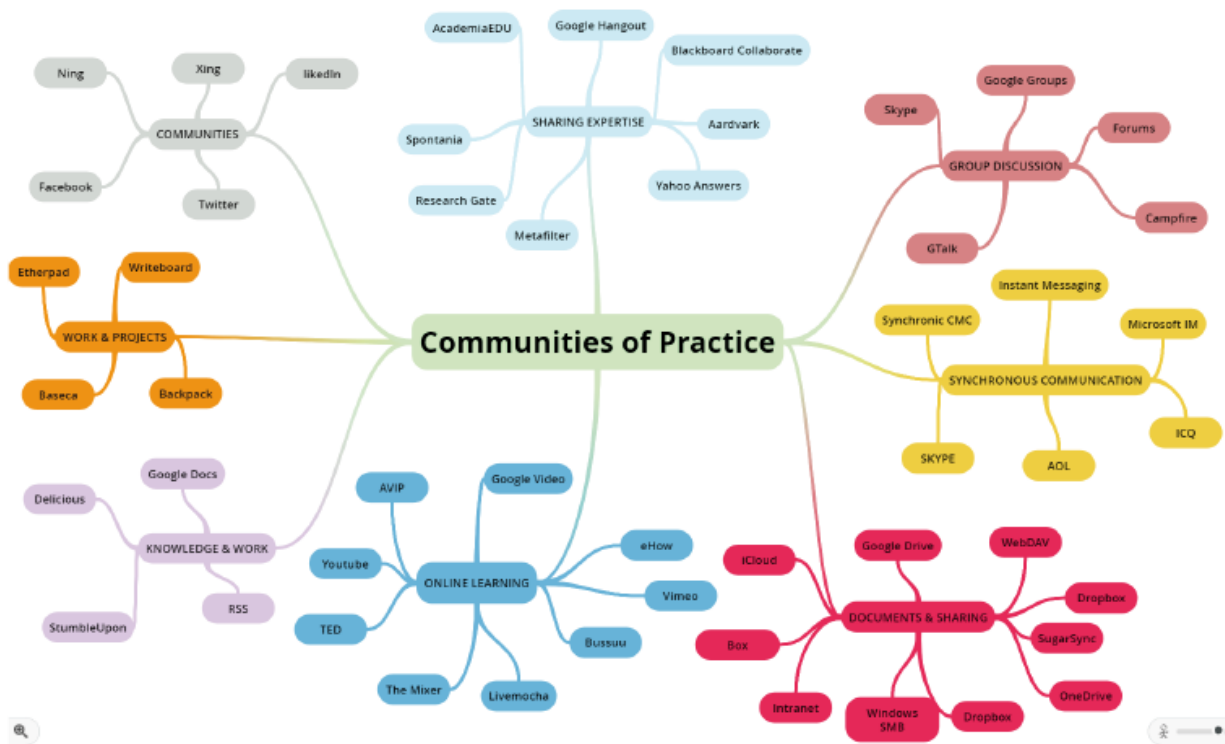


Figure 6. Example created in GoConqr.

Additionally, GoConqr has launched a new tool to create **flowcharts** (diagrams which show a workflow or process) <https://www.goconqr.com/en/flowchart-maker/> A flowchart processor cycle can also be described regarding an outline, so long as the outline indicates the progression of steps either forwards, backwards or looping (PennState, n.d.)

You will find plenty of examples in our workshop: https://www.goconqr.com/es-ES/groups/40658/show_study_aids (remember to log in first), as well as video tutorials. There is also an app for mobile phones, which is quite easy to use. This map, which summarises the elements of this unit, was created by a student: <https://www.goconqr.com/en/p/7132250>

You will find other free and proprietary tools here: http://en.wikipedia.org/wiki/List_of_concept_mapping_software

TIME TO PRACTICE!

Activity 4.1. Creating maps with GoConqr

There is a group created in GoConqr <https://www.goconqr.com/> to explore the digital tools that can be used in English Studies. It is called “Apps de las TIC (UNED)”. It is public, so you should be able to find it by clicking on the “Discover Groups” tab and entering that name, or by accessing this weblink <https://www.goconqr.com/es-ES/groups/38516> You need to be logged in, and then request to join the group.

Browse through the maps created for this unit and leave your comments on some of them. You can also create your own map for this or any other related topic here https://www.goconqr.com/es-ES/groups/38516/show_study_aids.

This activity can be done with your mobile device, if you download the app (IOS/Android).

Keep a record of what you have done by copying and pasting screenshots and weblinks. Also, write a paragraph discussing the potential of a tool such as GoConqr to revise content and plan work in English Studies.

4.4.2. DATA COLLECTION

Data collection is the process of gathering information or data from different sources to answer research questions or test hypothesis. It involves the organised collection, analysis and interpretation that are relevant to a particular topic of study. It can be done using a variety of methods, and the choice of method will depend on the research questions, the type of data needed, the available resources, etc. Besides, it is essential to follow ethical guidelines when collecting data —obtaining informed consent from participants, protecting their privacy, ensuring confidentiality—. That will ensure that the data collection process is valid and reliable. In the following sections we

will look at qualitative and quantitative methods for data collection, but let's see first some of the tools that can be used.

4.4.2.1. Tools to improve the retrieval and analysis of data

It is now time to collect data, so that we can analyse it later. As mentioned above, there are two ways of doing this: by 1) following statistical methods (qualitative research) or 2) conducting research based on more subjective techniques (interviews, observation, etc.).

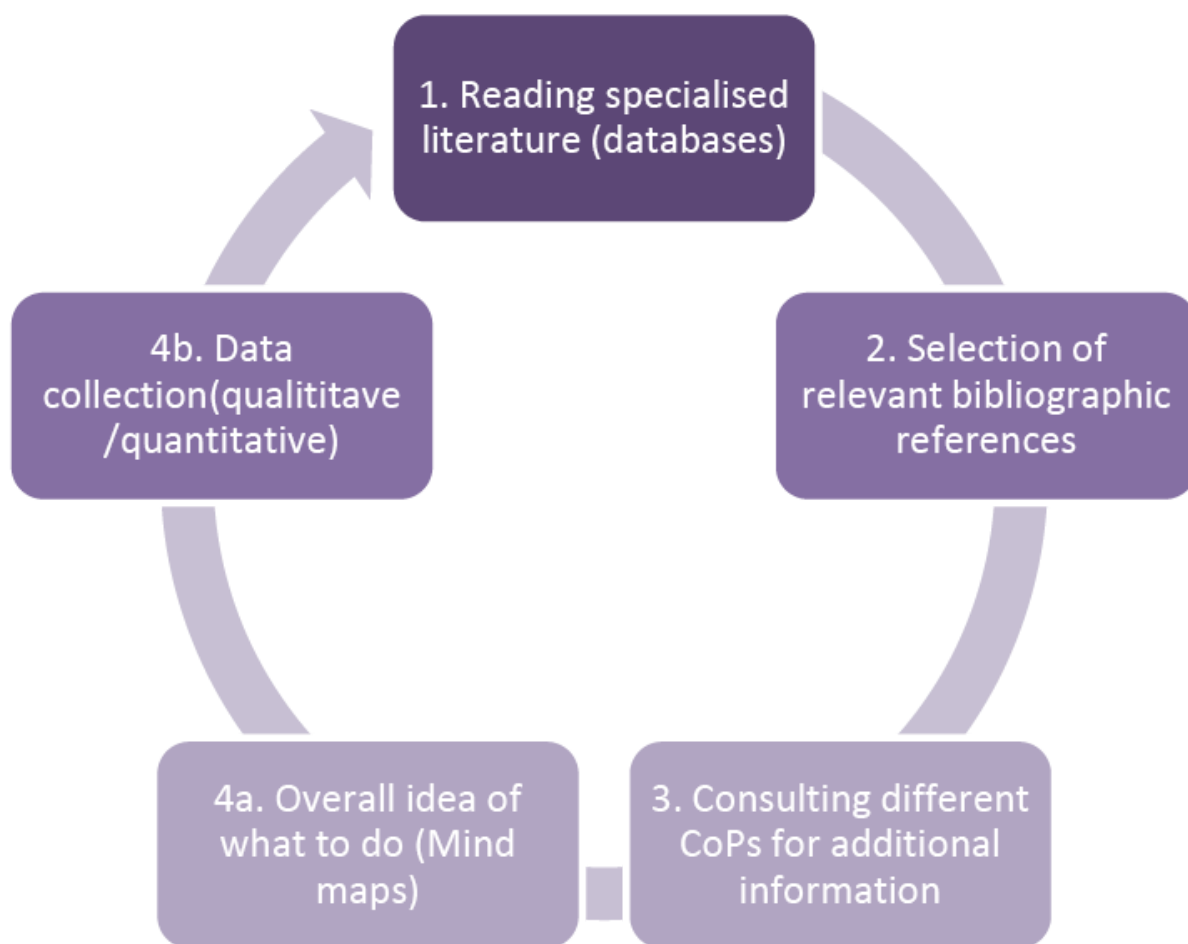


Figure 7. Workflow in the research process to analyse data

Although data can be obtained through other methods which may not be mediated by technology, it is important to be aware of the

existence of these tools so as to be more efficient in your work. If used correctly, they will help you save time. And all the tools described here can be applied to other contexts, not only research. They can be used:

- to analyse the needs of your teaching environment (in order to improve your teaching quality),
- to design the syllabus of a new subject,
- to elaborate your end of degree dissertation,
- to plan a collaborative project at work,
- to study for competitive exams (e.g. “oposiciones”),
- to write papers, etc.

Regardless of the type of research we are carrying out (quantitative or qualitative), we will explore two sorts of tools. The former are aimed at the collection of data, and the latter are used to study the data retrieved, as shown in the image below:

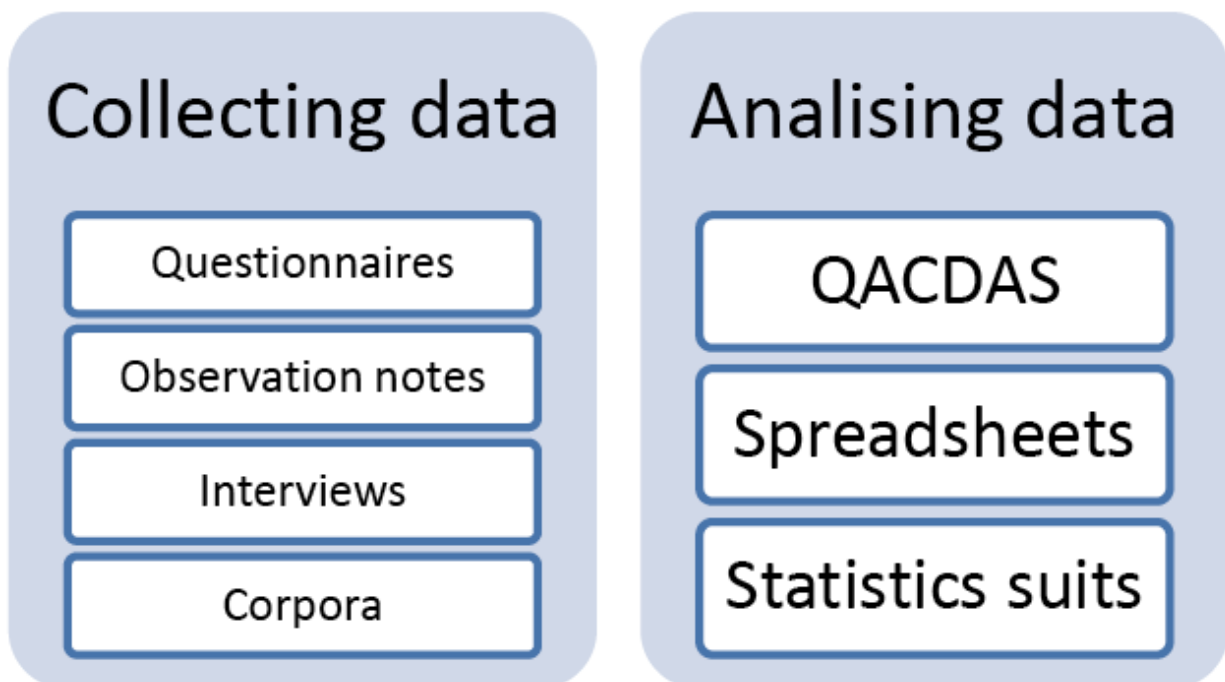


Figure 8. Tools used to collect and analyse quantitative or qualitative data

4.4.3. QUALITATIVE RESEARCH

Qualitative research entails collecting primarily textual data and examining it by using interpretive analysis (Heigham & Croker, 2009). In this sense, the main way to collect data is by creating questionnaires (mostly open), preparing interviews, observing the process to be analysed, etc. The following table shows the main features of the five approaches/ varieties of qualitative research (adapted from Heigham & Croker, 2009, p. 33):

Characteristics	Narrative Inquiry	Case study	Ethnography	Action research	Mixed Methods
Focus	To explore the life of one or more individuals, using in-depth interviews	To provide an in-depth description and analysis of a case (or cases), using multiple data sources	To describe and interpret the common patterns of a culture-sharing group through prolonged participant observation	To explore problems or questions in your teaching or learning context by systematic data creation and analysis	Combines both qualitative and quantitative research methods in a single study, to provide a fuller understanding of the research focus
Disciplines	Literature, history, psychology, sociology	Psychology, law, education	Anthropology, sociology	Management studies, education	Social sciences, education
Data collection methods	One main source: Interviews	Multiple sources: interviews, observations diaries, discourse analysis,	Two main sources: interviews, observations	Multiple sources: observations, recordings of classrooms, questionnaires,	Multiple sources: interviews, observation, questionnaires, diaries

		documents, records		diaries, documents	
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Figure 9. The main characteristics of five qualitative research approaches (Heigham & Croker, 2009)

As can be seen in the table above, qualitative research is quite important in English Studies, since we can use an approach such as narrative inquiry to do some research on literature, or a case study, action research and even mixed methods in research topics which involve English language teaching and learning.

Now that we have an idea of the implications of qualitative research, it is time to explore some tools that will help us manage this sort of data. The computer programs designed to assist researchers in analysing qualitative data are called **CAQDAS**, “Computer-assisted qualitative data analysis software”. These tools help researchers organise, manage and analyse large volumes of qualitative data efficiently. Some of the tools described in this unit have been specially designed to compile and analyse qualitative data (Atlas.ti, NVivo). Others are applications which have been created for other purposes, but that are also enormously useful for qualitative research purposes (Evernote, Audacity, Excel, etc.).

4.4.3.1. Qualitative research techniques for obtaining data

The tools described in this section will help us in the process of gathering information that derives from the main instruments of qualitative research: observation, questionnaires and interviews.

• Observation

This is one technique that can be used to gather data for your qualitative research. You can simply take some notes while you watch, or record everything for later study. Some years ago, the only way to record notes for a research project was by writing down by

hand everything you observed. Now, thanks to Web 2.0, there are tools specially designed to save multimedia notes. Although one of the pioneer ones was Evernote, inspired by traditional post-its, nowadays both Google (Google Keep) and Microsoft (OneNote) have launched their own apps.

Most of these tools share the same basic functions: creating and sharing text, image and audio notes, which are then organised into tags and made accessible through different platforms and devices. To focus on just one tool, we will explore Evernote. Click here to watch an introductory video which provides a brief description of Evernote: <https://www.youtube.com/watch?v=NgkCgqlogcY>



TIME TO PRACTICE!

Activity 4.2 Observation tasks with Evernote /OneNote/Google Keep

- 1) Create an account in Evernote <https://evernote.com/>, OneNote <https://www.microsoft.com/es-es/microsoft-365/onenote/digital-note-taking-app>, or Google Keep <https://www.google.com/keep/>
- 2) Open a notebook (only in Evernote) entitled “Digital Technologies in English Studies and Research”.
- 3) Add a note and jot down what you have learnt in this unit.

Comment on your experience with these tools for multimedia notes. What uses do you think it can have for English Studies and Research?

• Questionnaires

Questionnaires, as defined by Brown (2001, p. 6) are “any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers”. They are very useful and amongst the most common research teachers that EFL (English as a Foreign Language) teachers use when performing some kind of research (Brown, 2016). Although we have included

questionnaires in the section on qualitative research, they could be applied to mixed methods or even pure quantitative research when they are analysed statistically. If we want to design useful qualitative questionnaires, the ideal would be to leave most items as open questions, but it is more efficient to make use of **Likert scale**¹ methods or even true-false items. If you are interested in developing a good questionnaire for applied linguistics, Dörnyei & Taguchi's *Questionnaires in Second Language Research: Construction, Administration, and Processing* (2019) will be of great help.

Traditionally, questionnaires were developed and delivered on paper, and often had to be processed manually. Nowadays, there are plenty of tools to create online forms that you can download from the Internet for free, or as a demo with restrictions. For many years, SurveyMonkey <http://es.surveymonkey.com/> or Zoomerang <http://www.zoomerang.com/> have been the main options. However, most of these applications were not free, had some limitations of use and showed a high amount of advertising while submitting.

This is why many users have resorted to **Google Forms**, included in the cloud storage system known as Google Drive. It makes forms easy to create, deliver and complete, even from your mobile device. These online office applications offer the possibility of working entirely online without the need to install anything on your computer. In the case of smartphones or tablets, this can be a very suitable option if you need to access your information from different places. Therefore, Google Forms offers different views:

- Editing view (to create your form, even in a collaborative way).
- View form, the final version ready to be sent to your respondents.
- Responses summary (including automatic percentages and graphs).

— Spreadsheet view (downloadable into your PC in different formats).

Google has a vast support site. This is the link to Google Forms help, in case you are interested in learning how to use it: <https://tinyurl.com/ywww2hkh>

You can also create forms in Office 365. Just go to your Office 365 suite and open the tool to create one: <https://forms.office.com>. Once there, you will need to think of a title, add different questions and share the resulting URL so that other students can access and complete it. Only UNED members can fill it out by default, but you can customise it so that others can access as well. This is the help site for Microsoft Forms: <https://support.microsoft.com/en-us/forms> and a video tutorial https://www.youtube.com/watch?v=2B_Q2jY46pY



TIME TO PRACTICE!

Activity 4.3. Creating online questionnaires with Google Forms / Microsoft Forms

Think about questions that you would like to ask your course mates about a topic of your interest. Then, create a five-item questionnaire and share it with the whole group of students so that they can complete it. Try to use Microsoft Forms: <https://forms.office.com/> You can also share the results obtained if you so wish.

Try to include one question following the “Likert scale”. Learn more about this here: <http://study.com/academy/lesson/likert-scale-definition-examples-analysis.html>

You also have the option to use Google Forms. This video tutorial will show you how to do it: <https://youtu.be/gwOw61CxxMM>

• Interviews

Another way of collecting data in a qualitative study is by interviewing the participants. Dörnyei distinguishes different types of

interview, depending on the number of participants involved, the structure and its purposes (Dörnyei, 2007): **structured interviews** (with a predetermined set of questions or topics that are asked in a fixed order), **semi-structured interviews** (with a flexible set of open-ended questions that allow the interviewer to explore topics in more depth and follow up on interesting responses), **and unstructured interviews** (with no predetermined set of questions or topics; they are more conversational in nature). Very frequently, these interviews are recorded and processed for later analysis. If you need help with the transcriptions of the dialogues, you can make use of specialised software, which will be seen at the end of this section.

4.4.3.2. Software used in qualitative research

- **Tools to record conversations: Audacity**

When you hold an interview, there are two main ways of doing it: 1) face-to-face interviews and 2) meetings held on the Internet either through VoIP or another kind of synchronous Computer Mediated Communication. In the first case, the most usual method of recording is video recording, especially if body language and gestures are relevant to your study. For recordings on the Internet there are different options:

- Using the operating system's recording software (included by default in most computers).
- Using the Webinar option, if this is the chosen environment.
- Installing programs to edit sound files. This is the case of Audacity (<https://www.audacityteam.org/>), or Praat (for phonetic purposes mainly, <http://www.fon.hum.uva.nl/praat/>).
- MS Teams.

Audacity is one of the most widespread tools. It works with many different extensions, including .wav and .mp3. The interface is quite

user-friendly, and it offers many options to the user.

04_Figuras_UNIT_49

Figure 10. Audacity interface (Image taken from <https://www.audacityteam.org/>)

As mentioned at the beginning, you can always use your operating system sound recorder, but it will probably deliver lower sound quality, and it does not have as many sound editing options as Audacity.

- **Software to transcribe interviews: Transana**

When using qualitative research methods you will need to transcribe all the gathered audio data, so that the categorisation of the different topics and themes discussed can be done more accurately. The use of the specialised computer programs will help us with this task.

Transana <https://www.transana.com/> is not only one of the most widely used tools for transcriptions, but also for performing other qualitative tasks. It identifies analytically interesting clips, assigns keywords to clips, arranges and rearranges clips, creates complex collections of interrelated clips, explores relationships between applied keywords, and shares your analysis with colleagues. The result is a new way of focusing on your data and a new way of managing large collections of video and audio files and clips.

This is a transcription, analysed with *Transana*:

04_Figuras_UNIT_410

Figure 11. Example of transcription in Transana (Image taken from <https://www.transana.com/about/transana-guided-tour/>)

As we can see, you can synchronise your data with video as well. This tool can be compared to the functionalities of other specialised software for qualitative studies, because in its latest versions it

includes categorisation, collaborative research, and data integration among other features. A similar non-paying option for transcribing audio files can be TranscriberAG <https://transag.sourceforge.net/>. However, it is less effective if your aim is to work with non-native speakers of English, and it is not as fully-featured as Transana.

- **Analysing data with CAQDAS (Computer Assisted Qualitative Data Analysis Software)**

Once we have gathered all the data, we will need to categorise and analyse it. As mentioned above, these tools are particularly relevant for research studies, so you may not need to use them just yet, but it is good to know that they exist because they can save you time and improve the quality of your work. In the case of qualitative research, this sort of software is known as CAQDAS (Computer Assisted Qualitative Data Analysis Software). In comparison to the software designed for quantitative studies, there are few options available and they are all quite recent. This is due to a more solid tradition in quantitative research, typical in empirical sciences such as physics, maths, etc. We will focus on two of these platforms, NVivo and Atlas.ti.

NVivo

NVivo <https://nvivo-spain.com/> is one of the best-known CAQDAS with a proprietary license. It allows the user to work with the main elements of qualitative research and in multiple formats. Although the license is quite pricey, there is the possibility of downloading a 30-day demo if you want to try it. It also includes the possibility of working with mixed methods (qualitative & quantitative), including data from several web 2.0 applications (social networks, Evernote, Twitter, etc.).

The following screenshot shows some of the elements of NVivo, such as folders, search options, nodes, reports, etc.

Figure 12. Nvivo interface (Image taken from <https://nvivo-spain.com/>)

Atlas.ti

Atlas.ti <https://atlasti.com/> was first developed between 1989-92 by researchers from the University of Berlin as an interdisciplinary collaborative project between psychologists, computer scientists, linguists and future users. The menu is mainly divided into four sections: Documents, Quotations, Codes and Memos. Although you need to pay to use the complete version of this application, the demo can be used for an unlimited period with limited functionalities.

4.4.4. QUANTITATIVE RESEARCH

This methodology involves collecting data, primarily numerical, and analysing statistical methods. Before dealing with these tools, it is essential to understand the meaning of the following terms:

- **Sample:** Group of participants whom the researcher examines in an empirical research project. There are different ways of selecting the sample, with the aim of being as precise as we can.

- **Population:** Group of people who are the subjects of the study.

- **Type of close-ended items contained in the questionnaires**, which might be most of them. These might be formulated according to the 'Likert scale', which takes its name from their creator. They consist of a particular statement, with respondents asked to indicate the extent to which they agree or disagree with it by marking one of the responses ranging from 'strongly agree' to 'strongly disagree'. Other question types may be included, such as true-false, multiple-choice, open-ended questions, etc.

- **Hypothesis**, described by the Merriam-Webster dictionary as a 'proposition tentatively assumed in order to draw out its logical or empirical consequences and test its consistency with facts that are known or may be determined'.

As we did with the qualitative research, the tools described in this section have been divided into two parts: 1) applications to collect data and 2) software to help you when analysing the results.

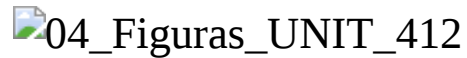


Figure 13. Useful tools and software to collect and analyse quantitative research

4.4.4.1. Quantitative research software for obtaining data

Apart from the questionnaires mentioned above to for the gathering of qualitative data, we can also obtain data directly from primary texts, measuring some phenomenon objectively by controlled means (e.g., assessing response time or behavioural frequency) (Dörney, 2007).

a) Corpora tools

A corpus is a collection of representative pieces of language text in electronic form, selected according to external criteria (Sinclair, 2005). When dealing with texts and oral communication, **corpora** may be of great help. Although we may have free access to several corpora, we can create our own corpus with texts we gather ourselves.

One of the best-known corpora tools is WordSmith Tools <https://lexically.net/wordsmith/>, set up in 1996 by Oxford University Press and Lexical Analysis Software Ltd. Most corpora software features these three elements: **concord**, **keywords**, and **frequency**. The following screenshot shows the steps to set your default configuration.



Figure 14. WordSmith tool interface.

This program is used by Oxford University Press to develop their dictionaries, but it also is being used globally by language teachers and students, researchers and translators. Apart from this, there are other concordancers such as AntConc <https://www.laurenceanthony.net/software.html> although a more complete one is WordSmith Tools. If you are interested in this software, you may visit its user forum to get an idea of its potential and functionalities: <https://groups.google.com/forum/#!forum/wordsmithtools>

b) Quantitative research software for managing data

Once you have collected a minimum quantity of data to begin your analysis, you may be able to export the data, directly or indirectly, to a statistics program. Web-based tests and questionnaires usually present their results in CSV format, which can be read by any spreadsheet. In the case of Excel, creating a graph using the data retrieved from a questionnaire is quite easy. SPSS is probably the most famous statistics package, but it requires a proprietary license. If your institution has not paid for it, you can find other alternatives such as *R*, *PSPP* or *MATLAB*.

SPSS

SPSS <https://www.ibm.com/spss> is the most common software for performing applied statistics, although it is presented by its IBM developers as a business product. It is integrated into a family of products that address the entire analytical process, from planning to data collection to analysis, reporting and deployment.

Once it is installed you can add more than 12 functional modules to improve your research. This is what a blank document looks like:

PSPP

PSPP <https://www.gnu.org/software/pspp/> is very similar in appearance and functionalities to SPSS, and is used by market

researchers, psychologists and sociologists. SPSS has a data view tab (spreadsheet), a variable view tab (to create variables and define their characteristics) and features an easy-to-use point-and-click interface.

 04_Figuras_UNIT_414

Figure 15. SPSS interface.

 04_Figuras_UNIT_415

Figure 16. PSPP interface.

MATLAB

MATLAB <https://uk.mathworks.com/products/matlab/data-analysis.html> works with spreadsheets or traditional programming languages such as C, C++, or Visual Basic. ‘These products combine a powerful numeric engine and programming environment with interactive tools for statistical analysis, image processing, signal processing, and other domains’. Among other features, you can: 1) Access data from files, spreadsheets, databases, test equipment, data acquisition hardware, other software, or the Web; 2) Explore your data to identify trends, test hypotheses, and estimate uncertainty; 3) Create customised algorithms, visualisations, and models and publish customised reports; 4) Share your analysis tools as MATLAB code or as standalone desktop or Web applications.

R

R is some free, open-source software for statistical computing and graphics. It provides a wide variety of statistical and graphical techniques for data analysis and visualisation. It is used in many fields, including statistics, data science and social sciences.

4.5. SELF-ASSESSMENT

1. A concept map is...

- a) A systematic depiction of an abstract concept in predefined category boxes.
- b) A graphic structure that uses the shape of elements to organise content meaningfully.
- c) a top-down diagram showing the relationships between concepts.
- d) a hierarchical map showing relationships among pieces of the whole.

2. Which one is NOT a tool for creating mind maps?

- a) FreeMind
- b) Mind Manager
- c) CMap Tools.
- d) CMap Launcher.

3. Which of these is NOT a tool for quantitative methods?

- a) R.
- b) SPSS.
- c) Atlas.ti.
- d) PSPP.

4. ... entails collecting primarily textual data and examining it using interpretative analysis.

- a) Qualitative research.
- b) Quantitative research.
- c) Both qualitative and quantitative research.
- d) None of the above are correct.

5. What is the tool we would use to transcribe interviews?

- a) Praat.

- b) CAQDAS.
- c) Transana.
- d) NVivo.

4.6. SUMMARY

In Unit 4 we have explored some of the most important research software applications to make our work more consistent and reliable. We have seen different types of research, data collection techniques and software that can be used in research. If we wish to visualise information, we can do it by using any of the following visualisation techniques: concept maps, mind maps, conceptual diagrams or visual metaphors. To do so, we have to make use of different information visualization tools that would help us organise our information visually friendly. Among these types of tools, we can find Mind Manager, which was one the first tools created to design concept and mind maps, or CMapTools, which allows us to share and elaborate maps in collaboration with other users. Moreover, additional information has been mentioned in this unit concerning the process of gathering data from different sources. When collecting data, we can have access to different tools to improve its retrieval and analysis. These are mainly of two sorts: tools to collect data (including questionnaires, interviews or corpora) and tools to analyse data (such as QACDAS, spreadsheets or statistic units). For qualitative research, the following tools would help us in the process of gathering information: observation, questionnaires, interviews, and software such as Audacity or Transana. For quantitative research, we can obtain data directly from primary texts, measuring some phenomenon objectively by controlled means, such as corpora tools (E.g. WordSmith) or quantitative research software for managing data, such as SPSS or MATLAB..

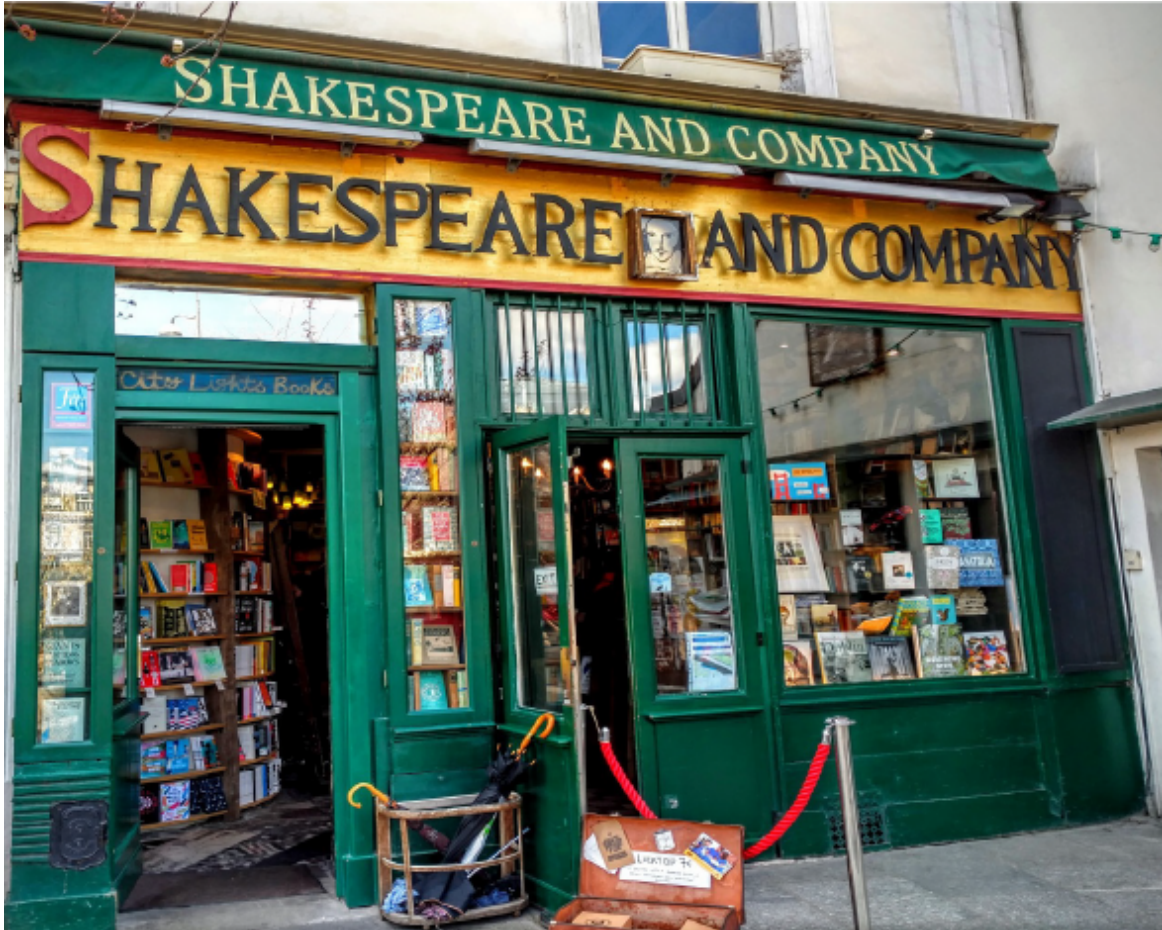
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¹ A **Likert scale** is a psychological measurement device that is used to gauge attitudes, values, and opinions. It functions by having a person complete a questionnaire that requires them to indicate the extent to which they agree or disagree with a series of statements.

Unit 5

ACCESSIBILITY AND EMERGING FORMATS IN THE PUBLISHING INDUSTRY



(By Stmaciowoski. Image taken from <https://tinyurl.com/nrnacmbb>)

5.1. ACTIVATING PRIOR KNOWLEDGE

Unit 5 focuses on the format of academic publications and how to get your academic work published. Before reading the unit content, try to answer the following questions:

- Have you ever needed to follow any kind of guidelines to write an assignment?

- Have you ever created your own publication?
- Have you ever tried to create your own e-book?
- Taking into account its accessibility, have you ever published something on the web?

5.2. LEARNING OBJECTIVES AND OUTCOMES

This unit focuses on different aspects that you should consider when formatting an academic paper (format styles, tools to create your own publications, accessibility issues, etc.). By the end of this unit, you will be able to:

- understand the basic rules for formatting an academic paper and be able to use bibliographic references appropriately.
- recognise some of the tools used in the publication and management of a magazine or an academic journal.
- identify some of the most important applications to create a printed or electronic book.
- talk about accessibility and why it is important in digital contexts.
- explain the emergence of AI applications, such as ChatGPT in the academic context.

5.3. INTRODUCTION

In the last unit we discussed how to plan our research work and, depending on the methodology chosen, what kind of software to use. We will finish this course by learning how to format an academic paper according to accepted standards, thus taking our first steps into the publishing industry.

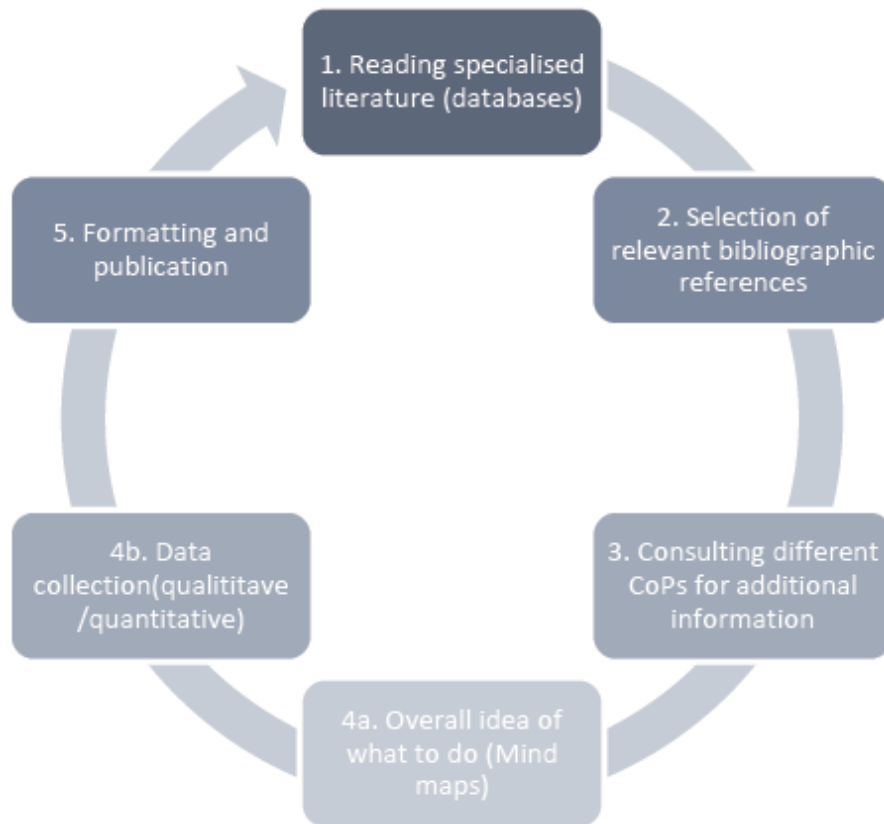


Figure 1. Plan of research work (Units 1-5).

5.4. CONTENTS

5.4.1. MANUALS OF STYLE

In the field of the Humanities, there are two main academic formatting styles: MLA (Modern Language Association) and APA (American Psychological Association). The former was initially devised for topics related to Modern Languages and Humanities in general, and the latter was initially used in Psychology, but nowadays the APA manual of style is preferred for papers in the fields of Linguistics and Education, while the MLA is recommended for publications related to Literature. Another formatting style is the Chicago Manual of Style, which is used in some publications but will only be mentioned in this course. This first part of the unit will explore different ways of formatting your essay before beginning to write and,

with the help of the applications studied in unit 2, we will show you how to cite and reference.

5.4.1.1. Formatting your paper

When you begin to write your academic papers, the first thing to do is check which academic style needs to be followed. The example below corresponds to the Atlantis journal guidelines, and it requires to comply with the Chicago Manual of Style:

All manuscripts should follow the author-date guidelines of the 16th edition of the Chicago Manual of Style unless otherwise specified.

(<https://www.atlantisjournal.org/index.php/atlantis/about/submissions>)

If we do not find it in the list of styles provided by our application (e.g. Mendeley), we can install it (Figure 2).

You should also make sure that the language of your spell check is English (or the required language. Please take into account that other variations are also available.

- **MLA Style**

The Modern Language Association (MLA) promotes the study and teaching of languages and literature and includes different initiatives. Some of them of them are related to databases, as seen in Unit 1 (MLA International Bibliography, MLA Directory of Periodicals). In this unit we will look at the MLA format as described in their Style Center and Handbook <https://style.mla.org/>. The first edition

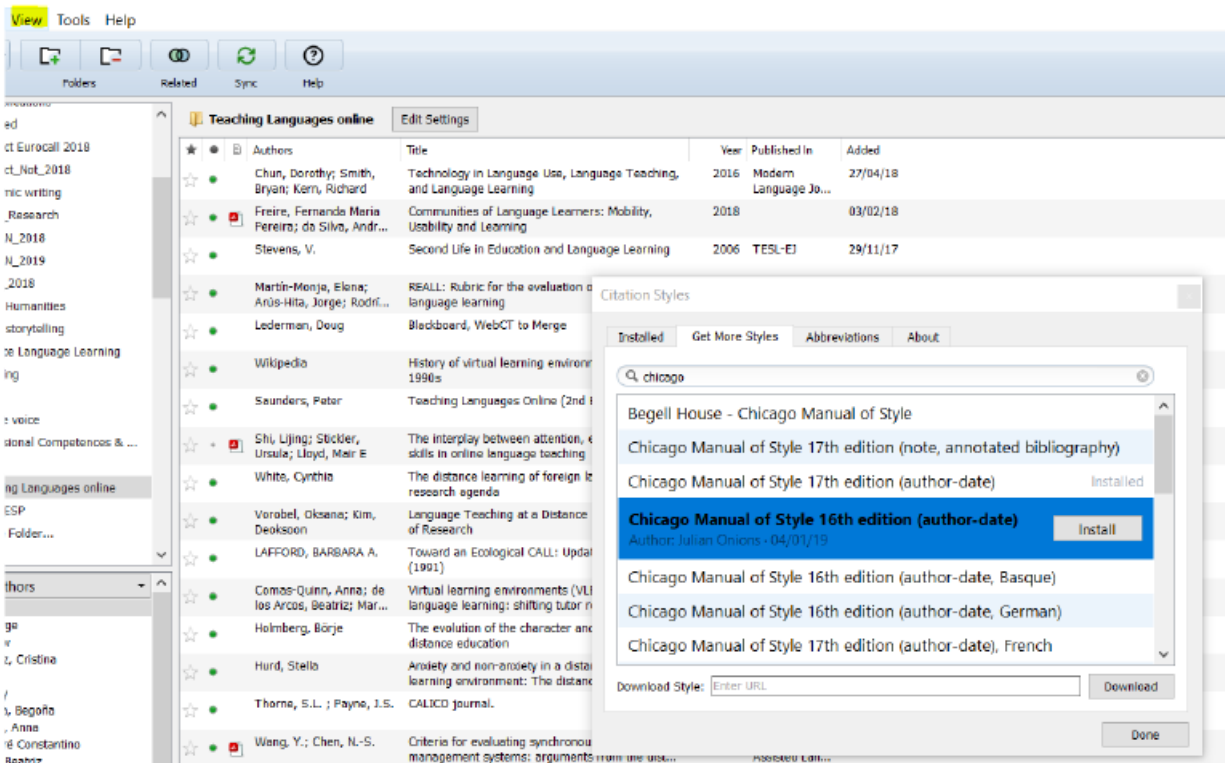


Figure 2. Chicago citation in Mendeley.

dates from 1951, when William Riley Parker, the executive director at that time, published “The MLA Style Sheet” with the aim of serving as a guide to some of the association’s journals (MLA handbook, 2016, p. x). We will follow the 9th Edition (2021), the latest one.

Publications related to Literature and Linguistics usually follow the rules contained in the latest edition of the *MLA Handbook for Writers of Research Papers*. Here you will find recommendations dealing with font size and type of text and quotes, margins, spacing, title, etc. The following screenshot shows an example of the first page (Figure 3).

You will find all the measures indicated in “inches”, so please remember that one inch is 2.45 centimetres. Apart from this, in the MLA Book of Style and other related handbooks, you will find information about how to add graphics and illustrations to your work, when to use capital letters, when to highlight a word, revision of the punctuation rules, etc. here: <https://style.mla.org/formatting-papers/>

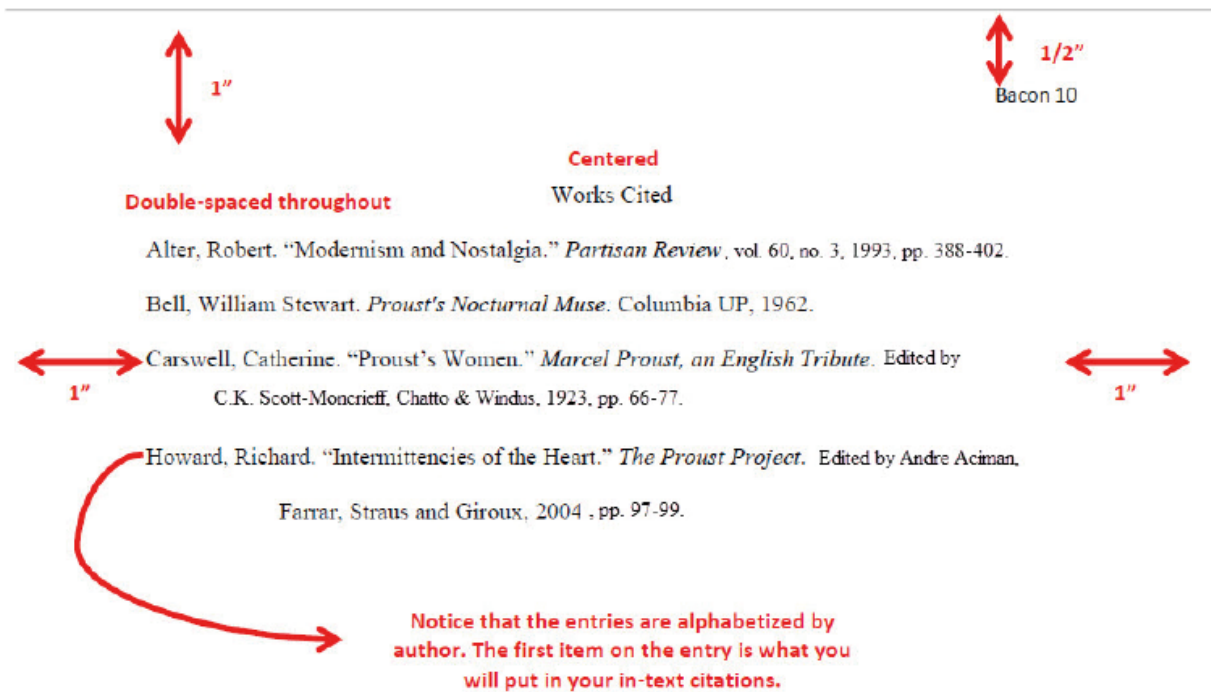


Figure 3. Example of MLA Style
(Image taken from <https://guides.library.uab.edu/MLAStyle/format>).

- **APA (American Psychological Association)**

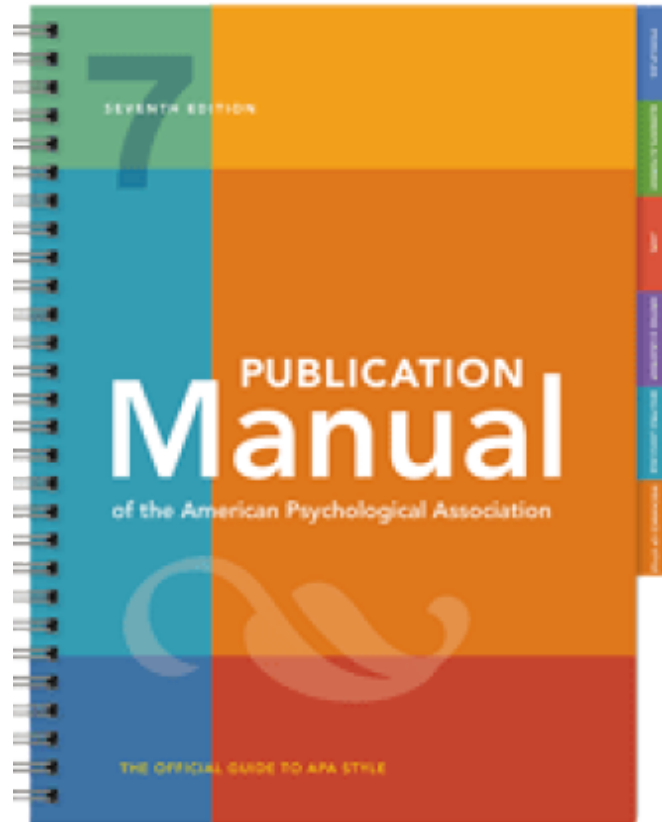


Figure 4. Publication Manual of the American Psychological Association, 7th edition (2020).

This style is commonly used in the areas of Applied Linguistics, Psycholinguistics and Didactics, among other related fields. We strongly recommend following the latest edition of the APA Book of style. You can keep up to date checking their website regularly: <https://apastyle.apa.org/style-grammar-guidelines>

The following screenshot shows an example of the first page of an essay following APA guidelines:

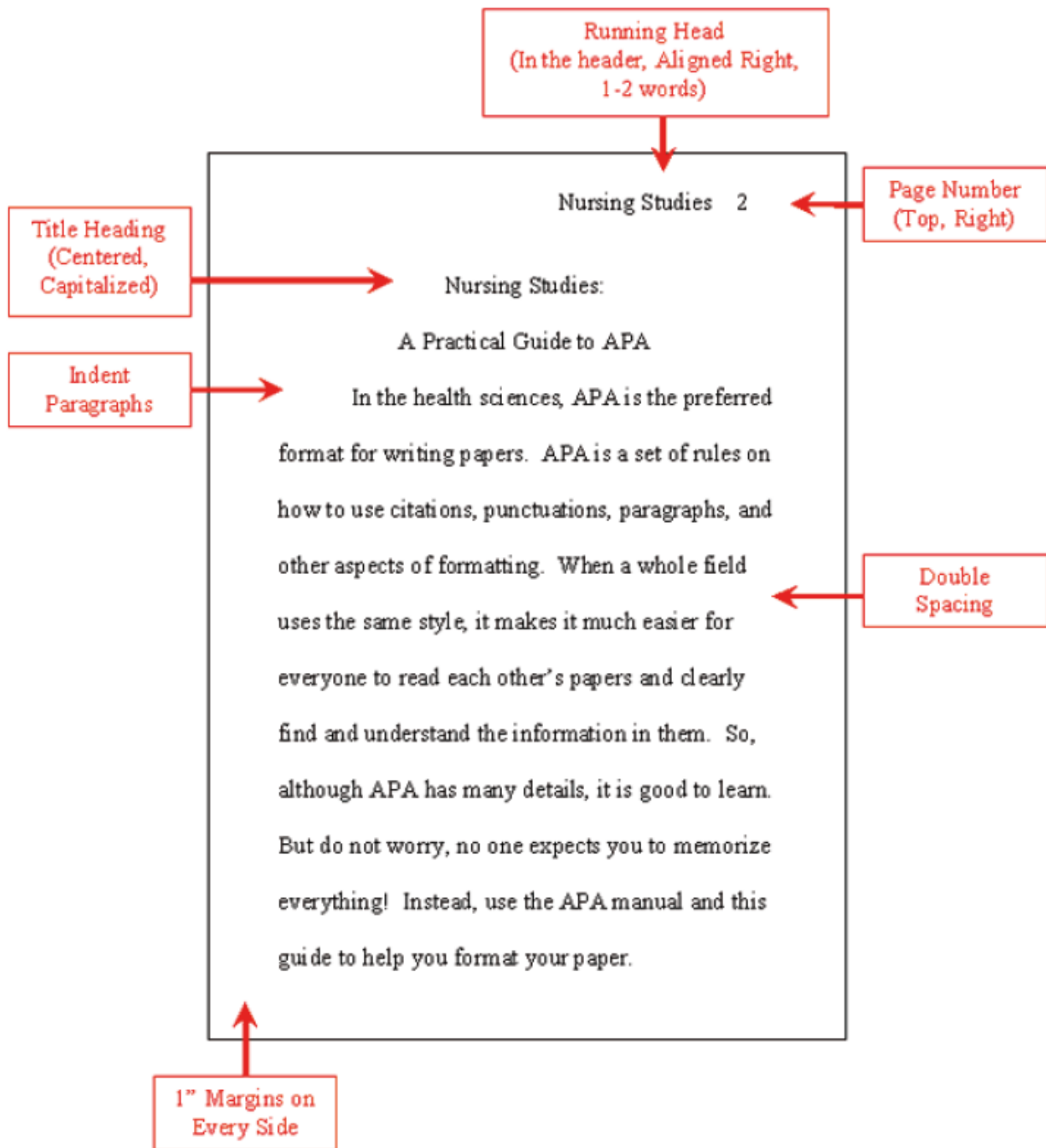


Figure 5. Example of essay following APA (Image taken from <https://www.pinterest.com/pin/apa-format-paper-template-excellent-how-to-write-an-academic-abstract-of-38-luxury-apa-format--728527677204631668/>).

- **Referencing articles, books and websites**

You will need to incorporate a list of cited works (bibliography) at the end of your essay, article or academic assignment. Before

explaining how to create bibliographical lists automatically with the help of the BMA (as introduced in Unit 2), it is important to know the elements of the main styles: MLA & APA.

Author: Surname, First name

Title of the source: The name of the work, which may be an article or a book chapter. It can use quotation marks or italic fonts depending on the style followed. Keywords are usually written in capital letters.

Title of the container: This refers to the journal or book where articles and chapters are found.

Version: This field is applied primarily to literary works.

Number: Generally used with journals (volume/issue), but sometimes with books.

Publication date: This is located at the end in the case of MLA.

Location: This refers to the exact pages of articles or book chapters. The format for indicating the page numbers varies depending on the reference sources and the chosen style.

Publisher: the name of the company which publishes the book.

Editors: These names appear in the case of books comprised of several independent chapters written by different authors. The editors perform supervisory work, and are not the authors of the book.

Date of access: When referencing a website or some electronic source, it may be compulsory to indicate this.

DOI: This is a unique alphanumeric string assigned by a registration agency (the International DOI Foundation) to identify content and provide a permanent link to its Internet location (APA, n.d.).

One key visual feature when formatting bibliographic references is the “French indentation”, which means that the second line starts after a blank space.

Book

BUCKINGHAM, LOUISA. Doing a Research Project in English Studies: A Guide for Students. Oxford: Taylor and Francis, 2015. (MLA)

BUCKINGHAM, L. (2015). Doing a research project in English studies: A guide for students. New York: Routledge. (APA)

Book chapter

PARKINSON, JEAN. "English for Science and Technology." The Handbook of English for Specific Purposes. Ed. Sue Starfield and Brian Partridge. Somerset, NJ, USA: Wiley-Blackwell, 2012. 177-196. (MLA)

PARKINSON, J.(2012). English for science and technology. In S. Starfield & B. Paltridge (eds.), The Handbook of English for specific purposes (pp. 177-196). Oxford: Wiley-Blackwell. (APA)

Article:

DURÁN-ESCRIBANO, PILAR, AND GEORGINA CUADRADO-ESCLAPEZ. "Constitutive Metaphor and Mental Mappings: Meaning Construction in the Language of Science and Technology." Revista de Lenguas para Fines Específicos 23.1 (2017): 83-107 (MLA.)

DURÁN-ESCRIBANO, P., & CUADRADO-ESCLAPEZ, G. (2017). Constitutive metaphor and mental mappings: meaning construction in the language of science and technology. Revista de Lenguas Para Fines Específicos, 23(1), 83-107. (APA.)

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5.4.1.2. Using BMAs to quote and create bibliographic lists of references

Now that you know how to compile references, and you have your folder of references, it is time to learn how to insert them in the text

and how to generate a list of references automatically using one of these formatting styles.

- **In-text citations**

When you start working on the State of the Art/background section of your academic paper, you will need to read several articles in order to be able to justify your topic theoretically. You will have to quote some authors, and each style has different guidelines for this. These in-text citations can be retrieved from a journal, book, or even a website. In any case, you must know how to cite appropriately, either by using the APA or MLA guidelines.

If you are using **RefWorks**, you will need to download and install a tool called “Write-N-Cite”. Make sure that you install the correct version, checking it on the Write-n-Cite website. For **Mendeley users** it is easier to use the desktop version: Mendeley Reference Manager.

- **Generating a reference list**

With **RefWorks**, there are two options:

1. Using Write-N-Cite. Once you have finished drafting your document, a list of cited references will be automatically generated with all the in-text citations found in it. This is the best way to make sure that all the references have been included in the list.

2. Using the RefWorks website. Select the folder you would like to convert into a list of references and choose the style (MLA or APA). You can choose whether to visualise your list on the screen, as HTML, or to request to have it sent to your email account. This is the best way to share lists of references with other people who do not have RefWorks.

Mendeley does not offer the possibility of generating reference lists from inside a folder, so you must create them within the word processor. Once you have inserted all the citations, click on

Bibliography and follow the instructions on the screen. Go to View-Citation style and choose the desired style.

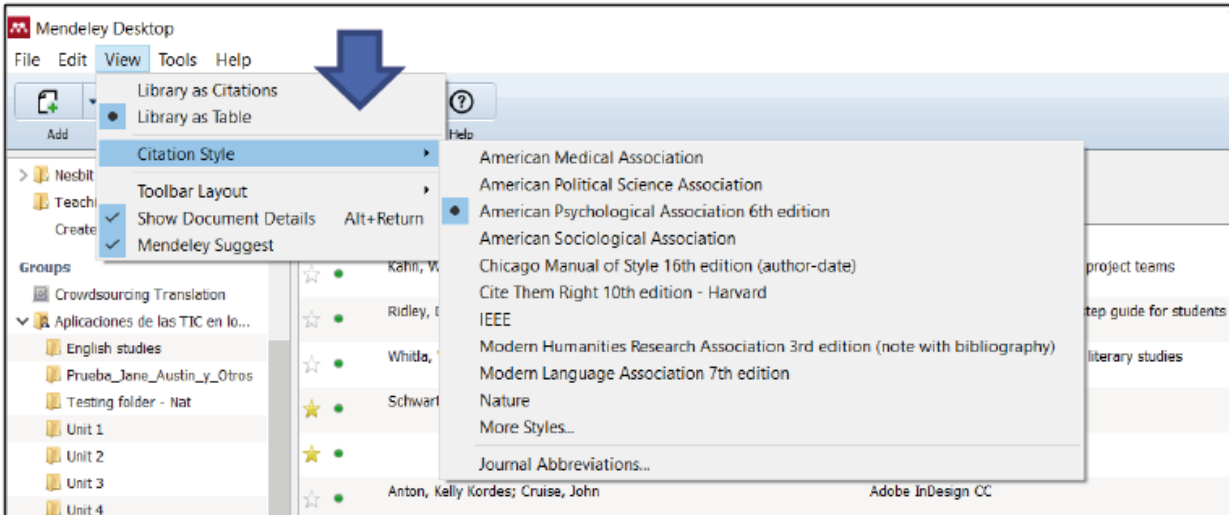


Figure 6. Detail of Citation Style in Mendeley Desktop.

TIME TO PRACTICE!

Activity 5.1. Adding bibliographic references to your essays

Use your RefWorks account to create a list of references from one of your folders. You can include either selected references or all of them. Before finishing, remember to check that they follow the accurate format. You can copy and paste that list or send it as an attachment.

Use Mendeley to insert some in-text citations within one paragraph or more. You can add more than one author in the same citation. Remember to erase the name of the author if you do not need it.

Include in your portfolio some evidence of your reference list with RefWorks and your in-text citations using RefWorks / Mendeley.

5.4.2. TOOLS FOR GETTING YOUR WORK PUBLISHED

If the invention of the print by Gutenberg meant a significant change in the history of book publication, the Internet has brought the chance

to publish in a quick and more economical way. Nowadays, we can create our own newspaper for free or even quickly set up a new scientific journal. The tools we will see in this section have been divided into two blocks: general topics and academic purposes.

5.4.2.1. Publications on general topics (Newspapers, Magazines, etc.)

Thanks to the Internet, publishing your own magazine is possible. Most tools require the payment of a license, but we can at least try out demos to see how they work. We will explore two methods: the easiest way, by using content curation (mostly free), and by using those based on pagination.

- **Publications created through curation methods**

Curation is one of the easiest ways to effortlessly publish the latest news. The Cambridge dictionary defines “curate” as the verb used to “to select things such as documents, music, products, or Internet content to be included as part of a list or collection, or on a website”. Such websites are conceived as a simple and easy way of publishing content online and they have become successful with the emergence of microblogging and other social networks.

Scoop.it

Scoop.it <https://www.scoop.it/> was launched several years ago, with a free version and a more sophisticated for a fee. It works similarly to Twitter, by the re-scooping of news that you, your followers or people who read your publications may find interesting. They claim to be *the largest and most connected curation publishing platform for professionals*. You can create a “topic page” on a specific subject and add relevant content to that page by either manually curating content or letting the platform automatically suggest content based on your preferences (Figure 7).

- **Publications based on pagination**

Creating online magazines from scratch is perhaps a more difficult task, given the currently available tools. These have been designed for more professional aims and in most cases are costlier too. Below you can find some examples:

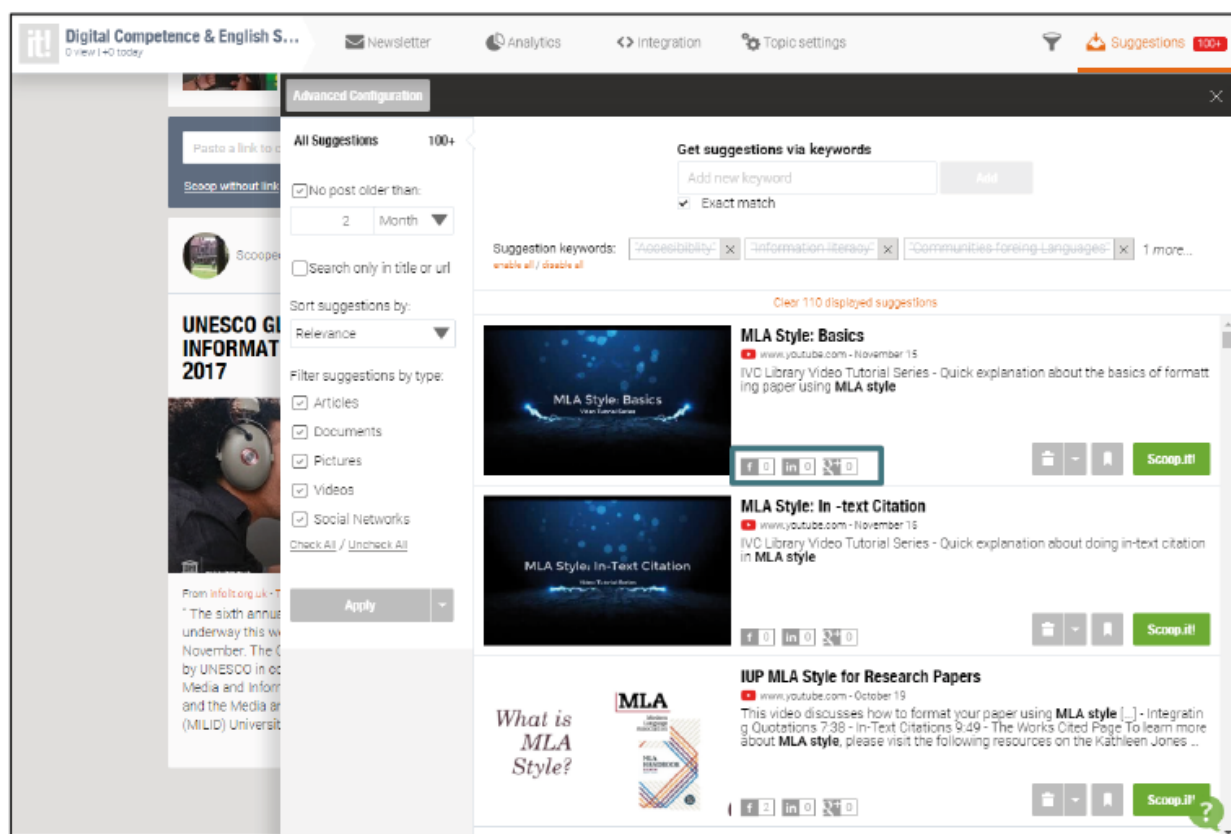


Figure 7. Scoop.it interface (Image taken from <https://www.scoop.it/>).

E-page Creator

E-page creator <https://www.epagecreator.net/> is an HTML-based tool used to create unlimited digital publications from PDF, SWF and image files. You will have different options depending on your subscription. The magazine shown below has the following features: Share, Print, Save as PDF, Background Color, Save as PDF and Thumbnail View (Figure 8).

3DIssue

3D Issue <https://www.3dissue.com/> is a software tool that allows users to create digital publications such as online magazines, brochures, catalogues and e-books. The wide range of tools and templates that it offers enable the creation of professional-looking digital publications. You can import PDF or HTML files, and then add interactive multimedia videos, such as videos, images, and hyperlinks to create an engaging and interactive reading experience (Figure 9).

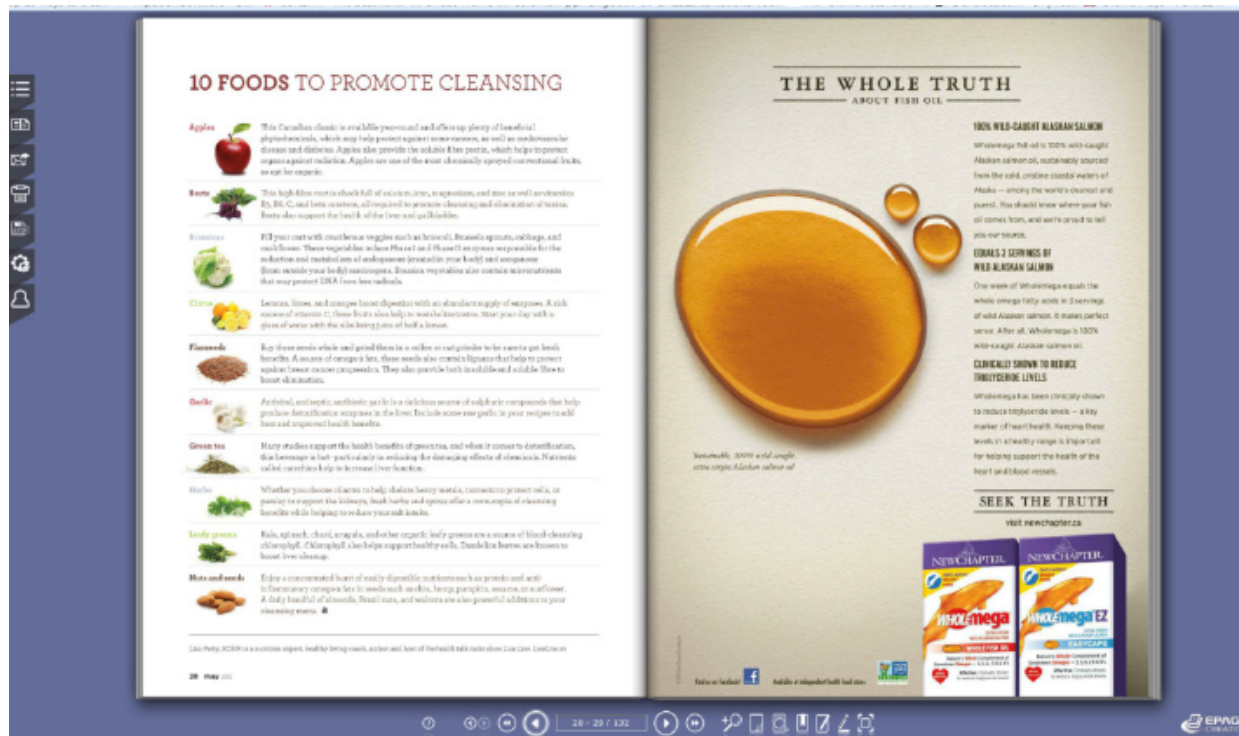


Figure 8. E-page Creator example.

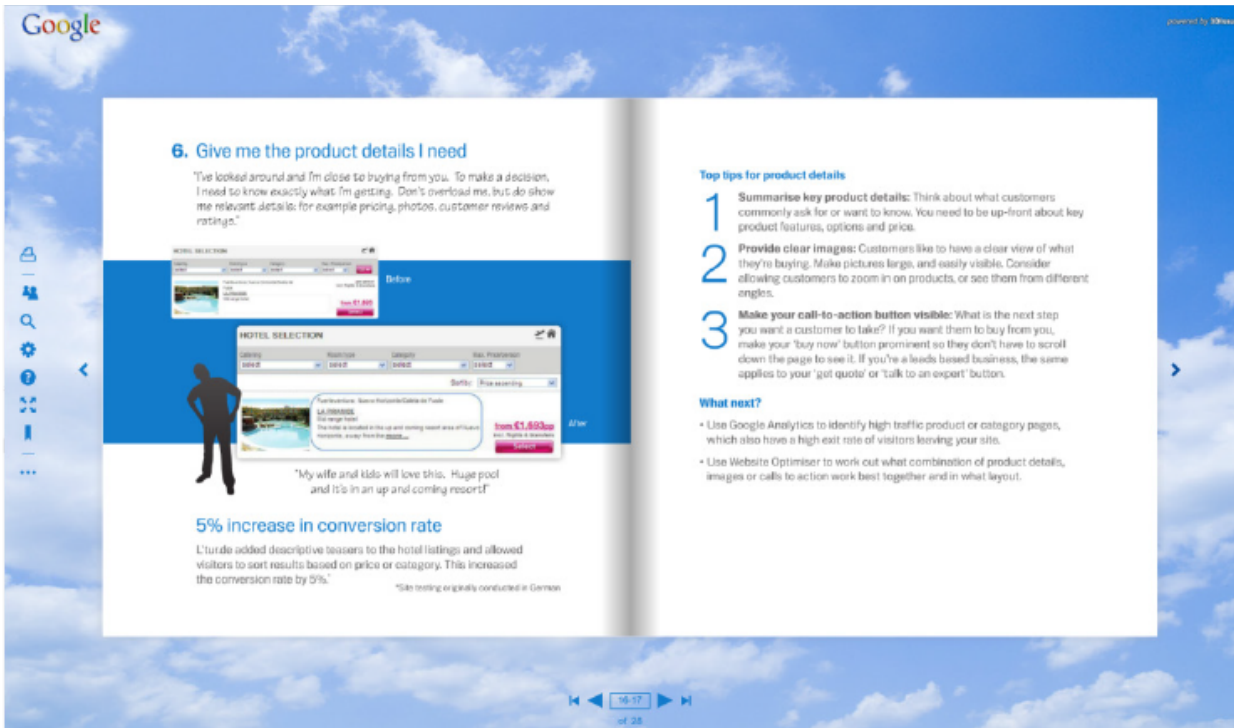


Figure 9. 3D issue example.

5.4.2.2. *Software for Academic/Scientific journals and conference management*

This type of software is not as easy to use as the previous examples because it has been designed to be used by professional associations, universities and other institutions. It is used to manage and publish scholarly journals and books. It comprises the whole publication process, from paper submission to peer review and eventual publication.

• **Public Knowledge Project (PKP)**

The Public Knowledge Project (PKP) <https://pkp.sfu.ca/> is an open-source software development initiative that creates free, open-source software and conducts research to improve the quality and reach of scholarly publishing. One of its best-known products is **Open Journal System (OJS)**, a widely used web-based software platform for publishing journals online. Some examples can be found below:

- *RIED* <http://revistas.uned.es/index.php/ried>
- *International Journal of Applied Linguistics & Literature* <https://journals.aiac.org.au/index.php/IJALEL>
- *EPOS: Revista de Filología* <http://revistas.uned.es/index.php/EPOS>

Open Conference System (OCS) is another tool included in the PKP software suite, which allows the management of academic conference and publication of conference proceedings. Some examples are:

- Language Science Press <http://langsci-press.org/>
- Smithsonian Institution Scholarly Press <https://opensi.si.edu/index.php/smithsonian>

- **OpenEdition Journals**

OpenEdition Journals <https://journals.openedition.org/> is a portal of open electronic resources in the Humanities and Social Sciences. The platform is part of the larger OpenEdition project, which is a collaborative initiative between several academic institutions and publishers to promote open access to scholarly content. Below are some examples related to English Studies:

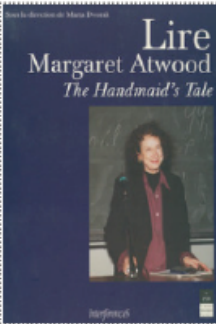
- Review de Linguistique et de Didactique des Langues <https://journals.openedition.org/lidil/>
- Apprentissage des langues et systèmes d'information et de communication <https://journals.openedition.org/alsic/>
- Acquisition et d'interaction en langue étrangère <https://journals.openedition.org/aile/>
- Corpus <https://journals.openedition.org/corpus/>

For example, an online book published by Open Edition Books looks like this when ready for on-screen reading:



Presses universitaires de Rennes

ACCUEIL
HISTOIRE
BRETAGNE
GÉOGRAPHIE SOCIALE
INTERFÉRENCES



LIRE MARGARET ATWOOD

The Handmaid's Tale
Marta Dvorak (dir.)
Interférences

FRANÇAIS **ENGLISH**

This bilingual collection devoted to Canadian writer Margaret Atwood, one of the best-known figures in the field of English language literature, contains the address that she pronounced in Rennes in November 1998 on her novel *The Handmaid's Tale* – one of the greatest literary successes of the 80s in the United States, Canada, and Great Britain – as well as on the genre to which it belongs. Whether it be a utopia, dystopia, satire, or else speculative fiction, the text with its terrifying s...

→ Lire la suite

Éditeur : Presses universitaires de Rennes
Lieu d'édition : Rennes
Publication sur OpenEdition Books : 19 juillet 2016
EAN électronique : 9782753545670
Nombre de pages : 128 p.

Collection : Interférences
Année d'édition : 1999
EAN (Édition imprimée) : 9782868473851
DOI : 10.4000/books.pur.30504

RECHERCHER DANS LE LIVRE

TABLE DES MATIÈRES

CITER PARTAGER

CITÉ PAR

ALTMETRICS Voir les détails

LIRE


ACCÈS OUVERT


MODE LECTURE


EPUB


PDF DU LIVRE



Figure 10. Example in Open Edition Books
(Image taken from <https://books.openedition.org/pur/30504>).

5.4.2.3. Creating books and e-books

The tools for creating e-books are similar or even the same as those for creating e-magazines. There are platforms such as Lulu <https://www.lulu.com/>, which even help you to send out the book you yourself have edited. Others, like Storybird <https://storybird.com/> can help you create an interactive book to be used and shared in a classroom:

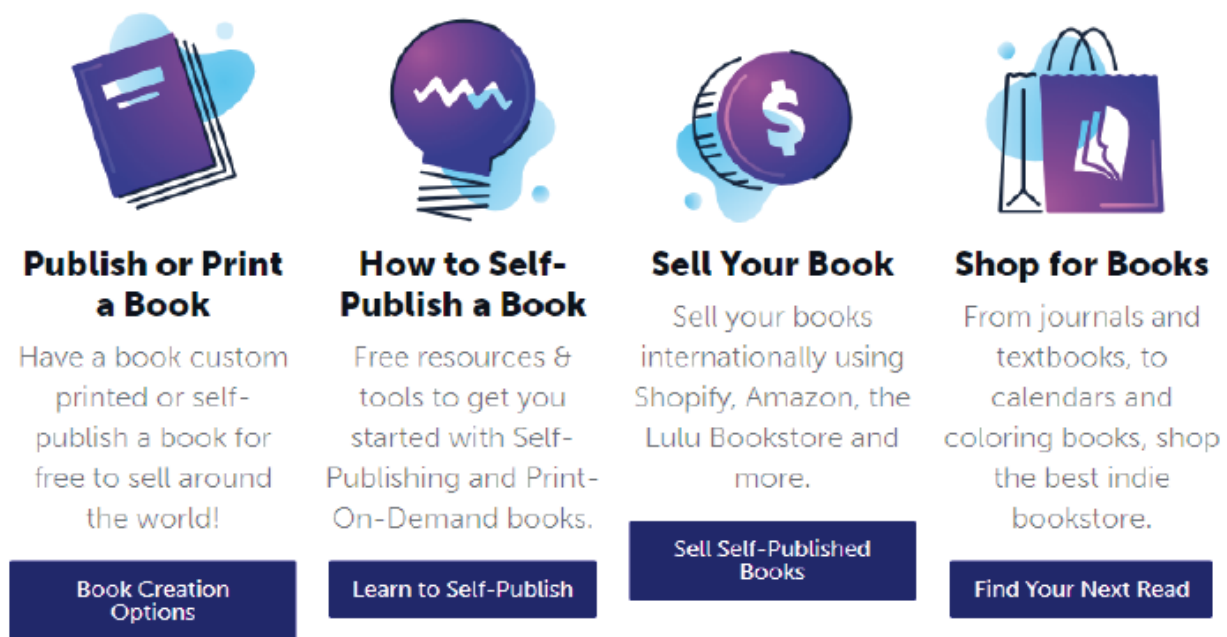


Figure 11. Example in Lulu webpage (Image taken from <https://www.lulu.com/>).

Other tools such as Calibre <https://calibre-ebook.com/> simply convert a PDF file into an e-book format. It is an open source e-book library management application developed by users of e-books for users of e-books. It allows users to organise and manage their book collections with tools for searching, sorting and categorizing books.

To finish this unit, we will mention two mail proprietary software programs in the publishing industry:

QuarkExpress 2018

QuarkExpress is one of the leading applications in the publishing industry for creating books in printed and online book formats. We are not going to try it in this course, but it is important to know they exist. Some of their features can be seen in the following video: <https://www.youtube.com/watch?v=G6mcX549-gU>



Figure 12. QuarkExpress 2022 Official release
(Image taken from <https://www.youtube.com/watch?v=G6mcX549-gU>).

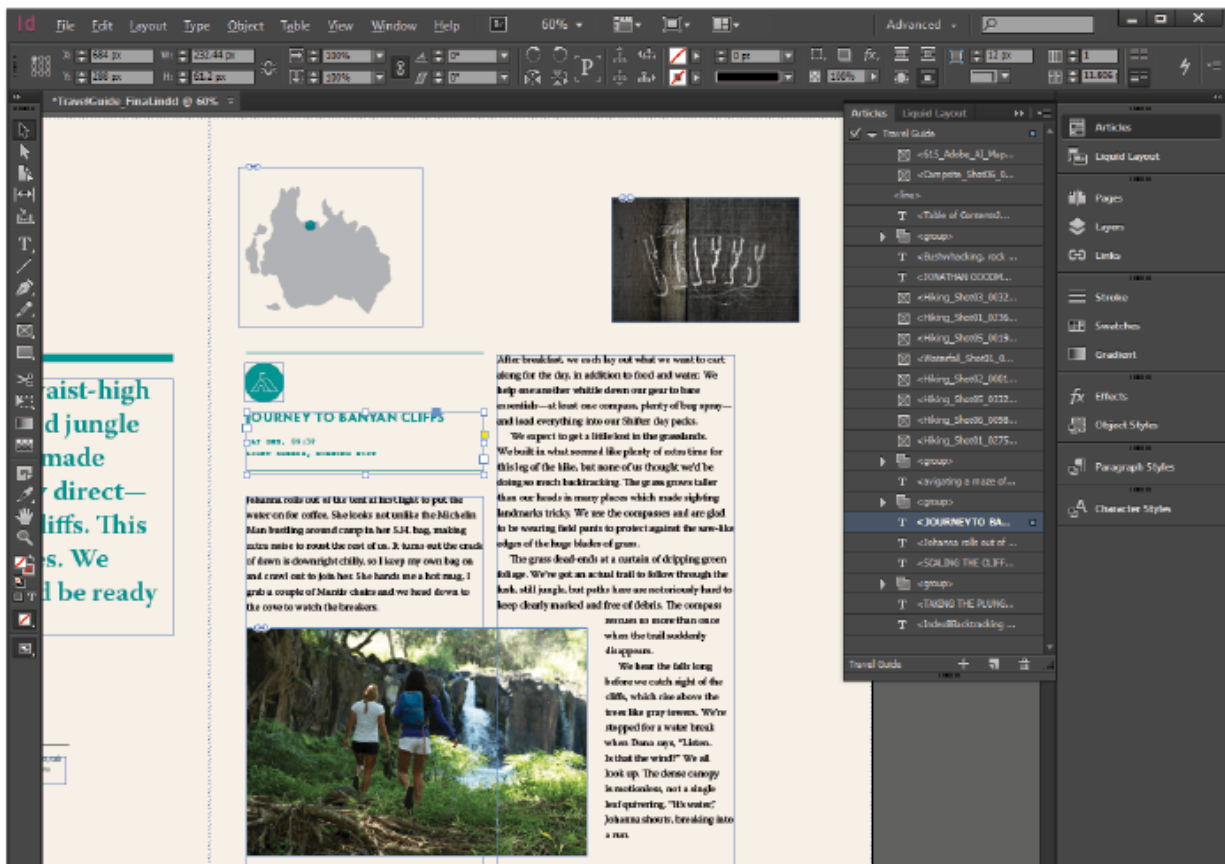


Figure 13. Example in Adobe Suite app

Adobe InDesign

Adobe InDesign <https://www.adobe.com/uk/products/indesign.html> is a solution offered by Adobe Suite which is very similar to *QuarkXpress*, but it has been designed to produce material for electronic devices. It is used to create a wide range of print and digital publications such as books, magazines, brochures, newspapers, flyers, and interactive PDFs. Its appearance is very similar to other applications in the same suite (Figure 13).

5.4.3. ACCESSIBILITY

Accessibility can be described in two ways:

- An online document or tool is accessible when it can be easily understood by everyone, regardless of what browser or adaptive equipment he or she is using.

- Any document or tool can be accessed by any user regardless of the device (e.g. visual browser, screen reader, mobile device) he or she is using.

The amount of information across on the web is growing exponentially day by day, with some documents only available online. It is necessary to ensure that all individuals, regardless of their physical or cognitive abilities, can access and use digital contexts. These are some reasons why accessibility is important in digital texts:

- **Inclusivity:** All individuals, including those with disabilities, should not be excluded from accessing and benefiting from digital content.

- **Compliance:** Many countries have laws and regulations that require digital content to be accessible. In Europe there is the Web Accessibility Directive, and in the US the Americans with Disabilities Act.

— **User experience:** Accessible digital content improves user experience for everyone, not only those with disabilities. Some examples of these good practices are: using clear fonts, enough colour contrast and appropriate heading structures.

— **Searchability:** Accessible digital content is easier to search and navigate, e.g., using descriptive headings, providing alternative text for images and providing transcripts for videos and audio content.

Some official institutions have their own accessibility guidelines. Two examples are:

— The BBC: <https://www.bbc.co.uk/accessibility/>

— The Open University:
<https://www.open.ac.uk/about/main/strategy-and-policies/policies-and-statements/website-accessibility-hub/accessibility-statement-open>

— Apple: <https://www.apple.com/accessibility/>

The **Web Accessibility Initiative** <https://www.w3.org/WAI/> provides guidelines on how to make web sites accessible. As they state on their web, “Accessibility is essential for developers and organizations that want to create high-quality websites and web tools, and not exclude people from using their products and services”. Watch this video with examples of how accessibility is essential for people with disabilities and useful for everyone in a variety of situations:

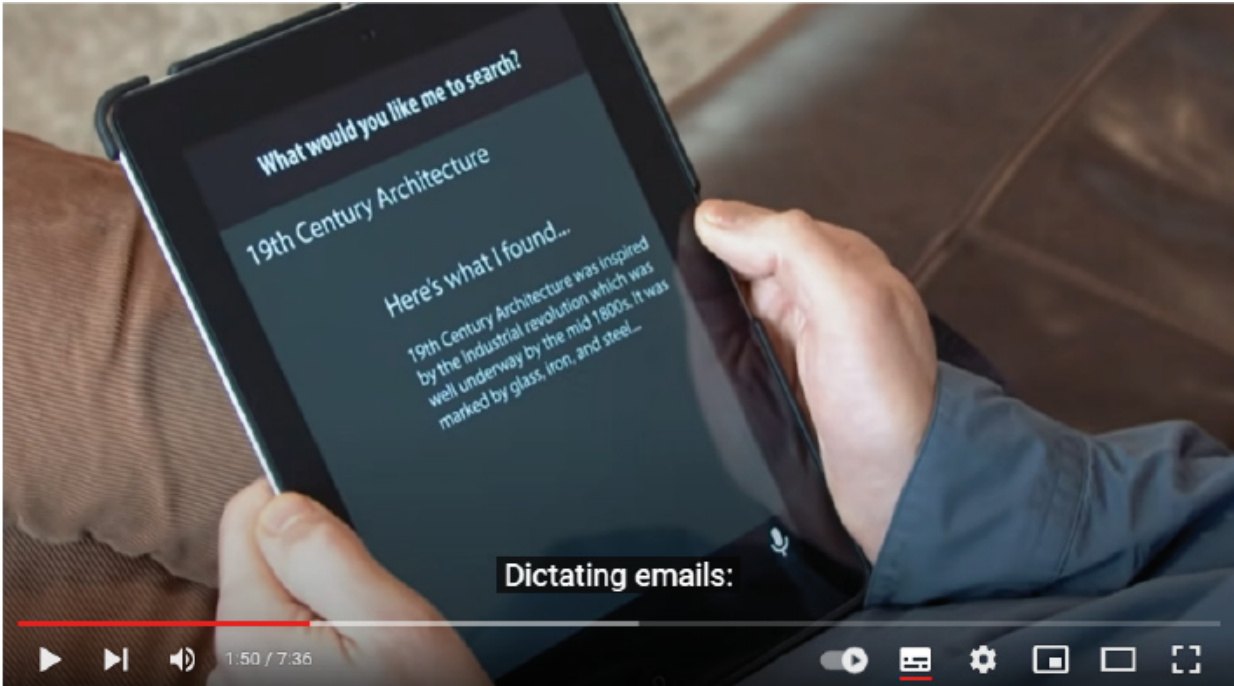


Figure 14. Web Accessibility Perspective Videos (<https://www.youtube.com/watch?v=3f31oufqFSM>)

Another important concept is **usability**. It is described by the ISO (International Organization for Standardization) as “The extent to which a product can be used by specified users to achieve specified goals with effectiveness, efficiency, and satisfaction in a specified context of use.” In the context of digital content, it must be organised in such a way that information can be located easily. Some principles of usability are:

- **Simple and intuitive design:** The design should be easy to understand and use, without requiring extensive training or support.
- **Efficiency:** Users should be able to complete tasks quickly and efficiently.
- **Consistency:** The design should include consistent terminology, layout and navigation.
- **Feedback:** Users should receive feedback about their actions.

— **Error prevention and recovery:** The design should prevent errors from occurring and provide clear ways for users to recover from errors if they take place.



TIME TO PRACTICE!

Activity 5.2 Accessibility and usability

Web developers are constantly working to meet accessibility standards, but you will find that websites are rarely fully accessible. [AbilityNet](https://mcmw.abilitynet.org.uk/) provides advice on making your technological device easier to use if you have a disability. Search for a specific need (e.g. captions) or filter the guides based on your condition (e.g. left-handed) or symptoms (e.g. colour blind). Write a brief description of your specific search and the aid provided to make digital content more accessible. The weblink for AbilityNet is <https://mcmw.abilitynet.org.uk/>

5.4.4. ARTIFICIAL INTELLIGENCE IN ENGLISH STUDIES AND RESEARCH

Artificial intelligence (AI) is a broad term used to describe machines that can perform tasks that typically require human intelligence, such as reasoning, perception and learning. Although the academic community has been researching AI for many years, its popularity has surged among the general public with the emergence of widely used systems like ChatGPT <https://chat.openai.com/> and DALL-E <https://openai.com/product/dall-e-2> (Gašević, Siemens & Sadiq, 2023). We will focus on ChatGPT, which is a large language model trained on a massive dataset of text. This allows it to generate human-like responses to written prompts. It can aid in education and research in various ways: it can translate texts from and into different languages, it can analyse large data sets and identify patterns and insights, and most importantly, it can provide assistance with research. For instance, it can users generate ideas, identifying relevant literature and even assist you with writing drafts.

5.4.4.1. ChatGPT and English Studies

This tool has several potential applications in English Studies and research. Here are some of the ways in which ChatGPT can be used in this field:

- **Language analysis and research:** ChatGPT can be used to analyse and understand the structure, syntax and semantics of English language. It can help researchers identify patterns and trends in language use and provide insights into how language evolves over time.
- **Analysis of literary texts:** ChatGPT can provide insights into literary texts and their style, themes and language use.
- **Language learning:** Since this tool generates responses to input from learners, language learners can input a sentence in their target language and ChatGPT will generate a response in the same language. It can also provide feedback and corrections to help learners improve their language skills.
- **Translation:** It translates text from one language to another.
- **Automated writing:** This tool can generate text automatically. Writers can input a topic or keyword and ChatGPT will generate ideas, or even a complete article or blog based on that input.
- **As a research tool:** It can help with research tasks such as analysing and summarising texts, conducting sentiment analysis, and identifying themes and ideas.
- **As a writing assistant:** It can assist writers by providing suggestions for word choice, sentence structure and style. It can help writers improve the clarity, coherence and overall quality of their writing.

NOTE: Most of this section has been drafted using ChatGPT <https://chat.openai.com/>

TIME TO PRACTICE!

Activity 5.3 Using ChatGPT for academic work

Choose one of the ways in which ChatGPT can be used for academic work in English Studies and test the tool <https://chat.openai.com/> Write a brief text explaining what you asked ChatGPT to do for you and about the result. The uses that have been listed in this unit are:

- Language analysis and research
- Analysis of literary texts
- Language learning
- Translation
- Automated writing
- As a research tool
- As a writing assistant

5.5. SELF-ASSESSMENT

1. The APA formatting style is the preferred one in...

- a) Linguistics and Literature.
- b) Social and Legal Sciences.
- c) Linguistics and Didactics.
- d) Humanities.

2. Which of these is NOT a tool to create your own publication?

- a) 3DIssue.
- b) RIED.
- c) Scoop.it.
- d) QuarkXpress.

3. Which of these is a product derived from “Public Knowledge Project 5” (PKP)?

- a) International Journal of Applied Linguistics & Literature.
- b) Language Science Press.
- c) Open Journal System.
- d) EPOS: Revista de Filología.

4. What is the DOI?

- a) An alphanumeric string which provides a persistent link to its location on the Internet.
- b) An alphanumeric string which indicates the journal of an article.
- c) An alphanumeric string which the exact pages of an article or chapter books.
- d) An alphanumeric string which is used when referencing a website or any electronic source.

5. What is the purpose of curation methods?

- a) To select things to be included as part of a list or collection, or on a website.
- b) To introduce in-text citations in different documents.
- c) To create a list of references from your own folders.
- d) None of the above is correct.

5.6. SUMMARY

This unit has provided an overview of the format of academic publications and how to get your academic work published. In the case of academic formatting, there are two main styles in the field of Humanities: MLA and APA. When we want to insert references in a text and generate a list of them automatically by using one of the aforementioned styles, we can use some BMAs such as RefWorks or Mendeley. When it comes to getting our work published, we can have access to different tools depending on the type of publication: i) for

publications on general topics we can use Scoop.it or E-page Creator, ii) for academic/scientific journals we can use Public Knowledge Project or OpenEdition journals and: ii) for books and e-books, we can use Lulu or Storybird. Furthermore, we have also commented on the concept of “accessibility” as it applies to this field of knowledge, taking account of its importance in digital texts. Finally, we have tackled the topic of artificial intelligence in English studies and research, identifying the main concern on this topic and presenting ChatGPT, a large language model trained on a massive dataset of text.

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GLOSSARY

ABSTRACT: In academic writing, an abstract is a summary of a research article, thesis, conference proceeding or any other publication, which helps the reader understand quickly the purpose of the paper.

ACCESSIBILITY: It refers to whether a product or service can be accessed by anyone, regardless their possible disabilities. Accessibility laws exist to aid people with disabilities, but designers should try to accommodate all potential users in many contexts of use.

ASYNCHRONOUS COMPUTER-MEDIATED COMMUNICATION: Asynchronous Computer-Mediated Communication (ACMC) is a type of computer-mediated communication in which participants are not online simultaneously and communication is not in real time.

BLOG: A website that has been designed to be updated with items in a linear, time-based fashion, similar to a personal journal or diary, except that the contents are meant specifically for public consumption.

BRAINSTORMING: It is a situation in which a group of people meet to generate new ideas and solutions around a specific domain of interest by removing inhibitions. People are able to think more freely and they suggest as many spontaneous new ideas as possible. All the ideas are noted down without criticism and after the brainstorming session the ideas are evaluated.

CITATION: It is a phrase or sentence taken from a piece of writing or speech.

COMMUNITY OF PRACTICE: A Community of Practice (CoP) is a group of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.

CONCEPT MAP: It is a visual representation of information that can take the form of a chart, graphic organizer, table, flowchart, Venn Diagram, timeline, or T-chart.

CONCEPTUAL DIAGRAM: It is an illustration depicting the arrangement and relationships of the significant components of a system by using a basic set of appropriate symbols that are easily understood.

CURATION: In the context of Information Technology, it refers to the process of selecting, maintaining and storing digital resources including: text, images, video, multimedia, or even other types of technology content, such as unformatted digital posts or rich media pieces.

DATABASE: A database is a systematic collection of data. Databases support electronic storage and manipulation of data. They make data management easy. Let us discuss a

database example: An online telephone directory uses a database to store data of people, phone numbers, and other contact details.

DIGITAL AGE: It is a time when large amounts of information are widely available to many people, largely through computer technology.

DIRECTORY: In our context, it refers to a website or online resource which lists information in alphabetical order.

IN-TEXT CITATION: It is an acknowledgement that you include in your text whenever you quote or paraphrase a source. It usually gives the author's last name, the year of publication and the page number of the relevant text.

INFORMATION LITERACY: It is the ability to understand when information is needed, and to locate, evaluate, and use effectively the needed information. It is also important to understand how information contributes to creating new knowledge and participating ethically in communities of learning:

INSTANT MESSAGING VoIP. It is a way of communicating over the Internet, which offers an instantaneous transmission of voice messages from sender to receiver.

MICROBLOGGING: It is a type of content distribution which prioritizes short-form content on social networks over long-form content on the web or other traditional formats.

MIGRATION: An IT migration is the shifting of data or software from one system to another. Depending on the project, an IT migration could involve one or more kinds of movement: Data migration, application migration, operating system migration, and cloud migration.

MIND MAP: It is a diagram used to visually organize information into a hierarchy, showing relationships among pieces of the whole.

PROFESSIONAL FORUMS: A web-based place where professionals can exchange ideas about their areas of expertise.

QUALITATIVE RESEARCH: It is a methodology that entails collecting primarily textual data and examining it using interpretive analysis with the use of questionnaires), interviews, observations, etc.

QUANTITATIVE RESEARCH: It is a methodology that involves collecting primarily numerical data and analysing statistical methods.

QUESTION BANK: It is a collection of questions that is stored for repeated use. You can import question banks for use in assessments in your courses.

REFERENCE LIST: It is a list of the sources cited in your paper. This list may be called a bibliography, or a works cited page too, but the APA uses the term 'reference list'.

SEARCH ENGINE: It is some software system designed to carry out web searches.

STYLE GUIDE: It is a set of standards for the writing, formatting, and design of documents. The standards can be applied for general use or be specify the required usage for an individual publication, a particular organization, or a specific field.

SYNCHRONOUS COMPUTER-MEDIATED COMMUNICATION: It is a type of computer-mediated communication in which participants interact at the same time.

TYPOLOGY: It is a classification according to general type, especially in archaeology, psychology, or the social sciences.

USABILITY: It is the capacity of a system to provide a condition for its users to perform the tasks safely, effectively, and efficiently while enjoying the experience.

VISUAL METAPHOR: It is the representation of a person, place, thing, or idea by means of a visual image that suggests a particular association or point of similarity.

WIKI: It is a hypertext publication collaboratively edited and managed by its own audience directly using a web browser.

LIST OF SUGGESTED ACTIVITIES IN EACH UNIT TIME TO PRACTICE!

This is the compilation of the activities suggested in each of the units. You should create a portfolio with all of them. That way you will see clearly your advancement in the use of digital technologies as you progress with the units. As an introduction to your activities, write a short text (200-300 words) in which you reflect on the competences that you have acquired in this course and identify your strong and weak points when facing the different types of activities, as well as your achievements.

UNIT 1. ENGLISH STUDIES DATABASES AND ONLINE LIBRARIES

TIME TO PRACTICE!

Activity 1.1. Getting to know your Library

FOR UNED STUDENTS: Log in to Campus UNED and visit our library. Think of your favourite subject and try to do a related search. Consider looking up a database first, and then narrowing your search to a journal, book (paper or e-book), report, or any other type of source. Look at some of the links connected to your studies (end of degree dissertation, Plagiarism, types of loans, etc.)

N.B: If you are not a UNED student, try to do this activity using any other online library that has free access to its database.

TIME TO PRACTICE!

Activity 1.2. Working with LION

Perform a basic search for any author included in the contents of the Literature subjects from your degree in English Studies. What sort of sources and documents have you found? Do you think this is a useful tool? Why?

TIME TO PRACTICE!

Activity 1.3 Working with Dialnet

Create an account with Dialnet (<https://dialnet.unirioja.es/>) and subscribe to 3 publications related to a topic that interests you. Try to read some full-text articles and reflect on your experience. Does it have a user-friendly interface? Was it easy to find authors or articles?

UNIT 2. MANAGING BIBLIOGRAPHICAL REFERENCES WITH SPECIALISED SOFTWARE

TIME TO PRACTICE!

Activity 2.1. Managing your RefWorks database

Open an account with RefWorks
<https://refworks.proquest.com/library/all/>.

Create two or three folders for some of your topics of interest.

Add some references to the folders created, either by using the UNED catalogue or by using Dialnet's direct exportation function. Remember that you need to be registered with Dialnet to be able to export references to your RefWorks folders.

If you need more help, you will find an extensive list of video-tutorials in the RefWorks [YouTube channel](#).

TIME TO PRACTICE!

Activity 2.2. Managing your references with Mendeley

1. Register at Mendeley
2. Download Mendeley Reference Manager for Desktop:
<https://www.mendeley.com/download-desktop/>
3. Create a folder at “My Library” called End of degree dissertation (or whichever name you prefer).
4. Open a new tag with your RefWorks account, create another folder named End of degree dissertation, and collect different references from the library related to a topic that you would like to cover in your end of degree dissertation.
5. Export the references to RIS format and import them from the Mendeley desktop version.
6. Add references, either by using the Web Importer or by adding a PDF and making notes on the PDF document.

UNIT 3. STUDYING AND RESEARCHING COLLABORATIVELY WITH TECHNOLOGY

TIME TO PRACTICE!

Activity 3.1. CoP related to language learning

Did you know any of the communities described in this section? Have you ever used any of them to practice your English skills or any other language? Comment on your experience in a brief paragraph.



TIME TO PRACTICE!

Activity 3.2. Twitter for academic purposes

1. Find three Twitter pages/people related to English Studies. Look at their bio (underneath the profile picture). Copy and paste the name of the account and the bio.
2. Find five hashtags relevant to some topic of interest related to English Studies. Copy and paste those hashtags and justify why you have chosen them.
3. (Optional) If you already have a Twitter account or would like to open one for academic purposes, you can also subscribe to relevant hashtags or follow pages/people related to English Studies. If you do so, please, add it at the end of this activity.



TIME TO PRACTICE!

Activity 3.3. Research Gate and Academia.edu

Given that these two social networks can provide you with more bibliography on topics of your interest, we recommend you to create an account in one of them at least (Research Gate or Academia). Try to follow papers and projects related to your area/s of interest and reflect on it writing a short paragraph.

UNIT 4. COLLECTING AND ANALYSING DATA WITH SPECIALISED SOFTWARE



TIME TO PRACTICE!

Activity 4.1. Creating maps with GoConqr

There is a group created in GoConqr <https://www.goconqr.com/> to explore the digital tools that can be used in English Studies. It is called “Apps de las TIC (UNED)”. It is public, so you should be able to find it by clicking on the “Discover Groups” tab and entering that name, or by accessing this weblink <https://www.goconqr.com/es-ES/groups/38516> You need to be logged in, and then request to join the group.

Browse through the maps created for this unit and leave your comments on some of them. You can also create your own map for this or any other related topic here https://www.goconqr.com/es-ES/groups/38516/show_study_aids.

This activity can be done with your mobile device, if you download the app (IOS/Android).

Keep a record of what you have done by copying and pasting screenshots and weblinks. Also, write a paragraph discussing the potential of a tool such as GoConqr to revise content and plan work in English Studies.



TIME TO PRACTICE!

Activity 4.2 Observation tasks with Evernote /OneNote/Google Keep

1) Create an account in Evernote <https://evernote.com/>, OneNote <https://www.microsoft.com/es-es/microsoft-365/onenote/digital-note-taking-app>, or Google Keep <https://www.google.com/keep/>

2) Open a notebook (only in Evernote) entitled “Digital Technologies in English Studies and Research”.

3) Add a note and jot down what you have learnt in this unit.

Comment on your experience with these tools for multimedia notes. What uses do you think it can have for English Studies and Research?



TIME TO PRACTICE!

Activity 4.3. Creating online questionnaires with Google Forms / Microsoft Forms

Think about questions that you would like to ask your course mates about a topic of your interest. Then, create a five-item questionnaire and share it with the whole group of students so that they can complete it. Try to use Microsoft Forms: <https://forms.office.com/> You can also share the results obtained if you so wish.

Try to include one question following the “Likert scale”. Learn more about this here: <http://study.com/academy/lesson/likert-scale-definition-examples-analysis.html>

You also have the option to use Google Forms. This video tutorial will show you how to do it: <https://youtu.be/gwOw61CxxMM>

UNIT 5. ACCESSIBILITY AND EMERGING FORMATS IN THE PUBLISHING INDUSTRY



TIME TO PRACTICE!

Activity 5.1. Adding bibliographic references to your essays

Use your **RefWorks** account to create a list of references from one of your folders. You can include either selected references or all of

them. Before finishing, remember to check that they follow the accurate format. You can copy and paste that list or send it as an attachment.

Use **Mendeley** to insert some **in-text citations** within one paragraph or more. You can add more than one author in the same citation. Remember to erase the name of the author if you do not need it.

Include in your portfolio some evidence of your reference list with RefWorks and your in-text citations using RefWorks / Mendeley.



TIME TO PRACTICE!

Activity 5.2. Accessibility and usability

Web developers are constantly working to meet accessibility standards, but you will find that websites are rarely fully accessible. AbilityNet provides advice on making your technological device easier to use if you have a disability. Search for a specific need (e.g. captions) or filter the guides based on your condition (e.g. left-handed) or symptoms (e.g. colour blind). Write a brief description of your specific search and the aid provided to make digital content more accessible. The weblink for AbilityNet is <https://mcmw.abilitynet.org.uk/>



TIME TO PRACTICE!

Activity 5.3 Using ChatGPT for academic work

Choose one of the ways in which ChatGPT can be used for academic work in English Studies and test the tool <https://chat.openai.com/> Write a brief text explaining what you asked ChatGPT to do for you and about the result. The uses that have been listed in this unit are:

- Language analysis and research
- Analysis of literary texts

- Language learning
- Translation
- Automated writing
- As a research tool
- As a writing assistant

KEYS TO SELF-EVALUATION QUESTIONS

UNIT 1. ENGLISH STUDIES DATABASES AND ONLINE LIBRARIES

1. d
2. a
3. a
4. b
5. b

UNIT 2. MANAGING BIBLIOGRAPHICAL REFERENCES WITH SPECIALISED SOFTWARE

1. a
2. b
3. a
4. c
5. a

UNIT 3. STUDYING AND RESEARCHING COLLABORATIVELY WITH TECHNOLOGY

1. a
2. a
3. d
4. a
5. c

UNIT 4. COLLECTING AND ANALYSING DATA WITH SPECIALISED SOFTWARE

1. c

2. d

3. c

4. a

5. c

**UNIT 5. ACCESSIBILITY AND EMERGING FORMATS IN THE
PUBLISHING INDUSTRY**

1. c

2. b

3. c

4. a

5. a

Discover the potential of “Digital Technologies in English Studies and Research,” exploring the use of digital tools in this academic field. Learn about databases and electronic libraries, start using bibliographic management applications like RefWorks and Mendeley, explore Communities of Practice (CoPs) facilitated by digital technologies -fostering collaboration and knowledge sharing-, discover the power of Web 2.0 and emerging technologies for content creation and data collection, and finally, navigate the publishing industry, from guidelines and accessibility issues to AI (artificial intelligence) applications. Each unit provides brainstorming questions, learning aims, and structured content, empowering your understanding. Besides, you can put all that in practice, with guided activities and self-evaluations, expanding thus your knowledge.

ABOUT THE AUTHORS

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